



Ad Hoc Self-Study

SUBMITTED TO THE
NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES
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Introduction and Summary

This document provides a self-assessment of Shoreline Community College's (Shoreline*) progress towards addressing four standing recommendations provided by the Northwest Commission on Colleges and Universities (NWCCU) in a Comprehensive Peer-Evaluation Report in fall of 2012. The report was requested by NWCCU following Shoreline's Mid-Cycle Evaluation in fall of 2015, with the Commission encouraging Shoreline "to build upon its Mid-Cycle Evaluation efforts and to utilize assessment strategies toward producing data-driven student learning outcomes that inform mission fulfillment ..."

This report will address Shoreline's work related to each of these recommendations in turn. Below is a brief summary of progress related to each recommendation since the fall 2015 Mid-Cycle Self-Study and Evaluation.

Recommendation #1

Alignment of mission, core themes, and current institutional initiatives and financial emphases.

- Established steering committees to address all aspects of the 2016-2021 strategic plan
- Continued Abbreviated Strategic Action Planning (aSAP) process to align new investments with the strategic plan
- After a three-year process of strategic planning and revising values, submitted a substantive change proposal for new core themes, objectives, and indicators more closely aligned with the mission

Recommendation #2

Full implementation of assessment process

- Learning outcome assessment incorporated into the strategic plan, steering committee established
- Implemented a total of 15 course-level assessment projects; four program-level outcomes assessment projects; and three campus-wide studies of general education outcomes: global awareness, communication, and multicultural understanding
- Since 2015, involved 76 faculty (41 full-time and 35 associate) in learning outcomes assessment, either as part of a course-level program, a program-level assessment, a general education outcomes study, or the Learning Outcomes Assessment Steering Committee
- Revitalized the professional-technical program review process, and established a four-year cycle for program review and follow up on key recommendations
- Implemented a robust planning process using both quantitative and qualitative data from all academic departments and key student service areas to inform allocation of faculty tenure lines, develop marketing priorities, and inform general strategic enrollment management
- Through the Disciplined Excellence Steering Committee, identified key areas for improvement in academic and non-academic service areas

* Asterisks denote terms, acronyms, or abbreviations that are included in the Glossary of this document.

Recommendation #3

Policies and procedures

- Clarified the relationship between college policies, Washington Administrative Code (WAC) rules, federal laws, and other regulations
- Developed a robust procedure for review of both policies and procedures and established a regular cycle of review
- Implemented the policy review process for all existing policies, resulting in:
 - Introduction, review, and publication of three new policies and one new WAC rule
 - Elimination of 29 policies and two WAC rules, with five more policies to be eliminated pending approval of revised WAC rules
 - Revision of 28 policies and three WAC rules
 - In-process review of 38 additional policies or rules, and 21 slated to be reviewed on a three year cycle
 - Identification of four policies needing to be developed, with two currently under review and two to commence the review process in the coming academic year
- Developed a new web page that is public facing, responsible, and accessible to publish Shoreline's policies and relevant WAC rules

Recommendation #6

Revision of core theme indicators

- Submitted a substantive change to change core themes, with indicators focused strongly on access, success, and learning
- Established baseline and target for core theme indicators
- Developed a reporting tool for the Board of Trustees

Recommendation #1

[From the 2012 Year Seven Comprehensive Evaluation] *The evaluation committee found evidence that several difficult years of financial retrenchment and restructuring, coupled with new entrepreneurial initiatives, have resulted in incomplete integration and alignment among the mission, core themes and current institutional initiatives and financial emphases of the College. The committee recommends that the College review the integration of the mission, core themes and current institutional initiatives and financial emphases of the College to ensure that they are fully aligned (Standards 3.A.1 and 4.A.1).*

I. STRATEGIC PLANNING

Since the Mid-Cycle Self-Study submitted in October 2015, Shoreline has followed through with implementation of the 2016-2021 strategic plan. Each strategy was assigned to a steering committee, operational team, or governance council, as described in a [handout¹](#) provided at a quarterly campus-wide meeting (“Campus Update”) in [May of 2016²](#). All members of the campus community are invited to participate in these steering committees and can apply using an [online form³](#).

In 2016-2017, the assigned operational teams (Student Learning Experience Coordinating Committee*, Dean Team*) identified work groups to accomplish specific tasks related to their assigned strategies. For the steering committees, this first year of the new strategic plan involved baselining exercises, curating and understanding the relevant work that had been conducted up to that point. In the second year of the strategic plan (2017-2018), the steering committees engaged in data collection from the campus community to identify the most high-priority initiatives to implement. Most notably, in April of 2018, Shoreline engaged in its first annual [Day of Learning⁴*](#). The College closed for one day so that all employees had the opportunity to provide feedback about the direction of the Disciplined Excellence*, Inclusive Excellence*, and Ecological Integrity* Steering Committees.

Abbreviated Strategic Action Plans

As described in the Mid-Cycle Self-Study, Shoreline has established a robust mechanism for reviewing requests for new expenditures to ensure they are aligned with the strategic plan. Proposals for new funding, called “Abbreviated Strategic Action Plans” or aSAPs* are reviewed by the Strategic Planning & Budget Council (SPBC)*, a governance committee with equal representation from administration, faculty, staff, and students. Ratings from this group, as well as reviews from Dean Team* are then reviewed by the Executive Team* for final recommendations to be made to the Board of Trustees during the annual budget presentation.

Since 2015, Shoreline has continued this funding proposal process, and the proposals themselves have become more specific and fewer in number (from 52 for the 2015-2016 year to seven for the 2018-2019 academic year). This decrease in proposals reflects the increased clarity and specificity reached in the 2016-2021 strategic plan; in previous years, the strategic plan was broad enough that almost any proposal for new funding could be considered “aligned.”

In addition, a major change to the aSAP process was introduced in 2016-2017 for the 2017-2018 proposal year, when requests for new faculty tenure lines were no longer included in the aSAP process. Described in detail in response to Recommendation #2 (see subsequent section), in summer of 2017, Dean Team

initiated an annual comprehensive planning process (referred to as “Academic Planning”*) to inform decisions around faculty tenure lines.

In the last two years, two new positions created through aSAPs illustrate how closely new or re-allocated expenditures align with the strategic plan.

Associate Dean of Teaching, Learning, and Assessment: An [aSAP for 2017-2018](#)⁵ led to the hiring of this position, focused on faculty professional learning, which is addressed in two strategies under Goal 2 of Shoreline’s Strategic Plan:

- *Goal 2: We continually strive for disciplined excellence and focused improvement in all that we do.*
 - *Strategy C. Invest in professional learning for faculty and staff to support continuous improvement and implementation of this strategic plan.*
 - *Strategy D. Invest in high-impact teaching practices for student learning*

Director of Employer Engagement: This position was added in July 2018, based on a [2018-2019 aSAP](#)⁶, by reallocating existing funds. The Director will ensure that Shoreline’s professional-technical programs (a) work closely with industry through strong advisory committees; (b) engage in ongoing program review and assessment of student learning; and (c) receive administrative support to implement programmatic changes. The position represents a strong investment to address two key strategies:

- *Goal 1: We attract students and community learners and ensure successful attainment of their goals through our programs, services, and teaching and learning environments.*
 - *Strategy A: Develop a robust method for ongoing student learning outcomes assessment at the College.*
- *Goal 2: We continually strive for disciplined excellence and focused improvement in all that we do.*
 - *Strategy A: Engage in an ongoing, data-informed cycle of academic program review that allows for agile changes in program offerings with a focused, creative mindset.*

Additional Alignment

The strategic plan also informed the bargaining process between the College and the Shoreline Community College Federation of Teachers (Local No. 1950, AFT Washington/AFT/AFL-CIO) (SCCFT)*. The [2017-2019 agreement](#)⁷ stipulates that “All academic employees are required to complete ten (10) hours per year of assigned training to comply with college, state, or federal requirements effective September 2017. Such training shall be determined and assigned by the College.” Associate* (part-time) faculty are paid a \$400 stipend to complete this training.

In the first year of implementation (2017-2018), faculty were required to complete federally- and state-mandated training about the Family Educational Rights and Privacy Act (FERPA), Title IX implications for sexual harassment reporting, and accessibility; as well as at least one training focused on student engagement and another about equity and inclusion. In 2017-2018, 82% of all faculty completed all of the required training. This new aspect of the collective bargaining agreement aligns with the following goal and strategies from the 2016-2021 strategic plan.

Goal 2: We continually strive for disciplined excellence and focused improvement in all that we do.

- *Strategy C. Invest in professional learning for faculty and staff to support continuous improvement and implementation of this strategic plan.*
- *Strategy D. Invest in high-impact teaching practices for student learning*

II. ALIGNMENT WITH MISSION AND CORE THEMES

Change in Core Themes

As mentioned above, from January 2015 through May 2016, Shoreline developed a robust strategic plan for 2016-2021, followed by a one-year process to clarify the campus community's values and associated behaviors (see Appendix A).

In this two-year process, it became clear that the College's current core themes (see Table 1 below) were conflated with Shoreline's values and were focused more on strategic approaches to planning as opposed to ongoing fulfillment of Shoreline's mission statement. Because of this conflation, [the indicators had not proved useful⁸](#) in assessing mission fulfillment and had not been consistently used in reporting to Shoreline's Board of Trustees and campus community about the state of the College. The primary motivation for changing the core themes is to use indicators of mission fulfillment that are (a) more meaningful than the existing indicators and (b) relate to data the College already uses to measure success.

Table 1. Summary of change from Shoreline's current core themes to proposed core themes

Current Core Themes	Proposed New Core Themes			
	Transfer Education	Professional-Technical Education	Basic Education for Adults	Community Education
Student Success	✓	✓	✓	
Program Excellence	Addressed in vision & strategic plan			
Community Engagement				✓
Access & Diversity	✓	✓	✓	✓
College Stewardship	Addressed in vision & strategic plan			

The rationale for moving towards this interpretation of Shoreline's mission is contained within the statement itself, as well as the original legislation that established Washington state's system of community and technical colleges (See Figure 1).

A major substantive change proposal was submitted to NWCCU in July of 2018 and is currently under review by a Commission panel. Additional details about the full three-year process used to transition to the new core themes is contained with the [supplemental report⁹](#) submitted with the substantive change proposal.

<u>RCW 28B.50.020</u>	<u>Shoreline's Mission</u>	<u>Proposed Core Themes & Indicators</u>
Ensure that each college district ...shall offer ... academic transfer courses ; realistic and practical courses in occupational education , both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education , including basic skills and general, family, and workforce literacy programs and services;	We serve → Indicator: Access	
	the educational , → Core Themes (all)	
	workforce , and → Core Theme (professional-technical)	
	cultural → Core Theme (community education)	
	needs → Indicator: Progress & completion	
	of our diverse students and communities → Indicators: Equity in access, progress, and completion	

Figure 1. Demonstration of how proposed core themes map to the original stated purpose of Washington's system of community and technical colleges (RCW 28B.50.020) and Shoreline's mission statement

Following the process of establishing the new core themes and developing new core theme indicators (see Recommendation #6 below), Shoreline's Executive Team, in collaboration with the Office of Institutional Assessment and Data Management (IADM)*, conducted a thorough analysis of the alignment between the strategic plan, strategic indicators, core themes, and core theme indicators using a tool from the Lean Management System called A3X (see Appendix B).

The A3X tool demonstrates how each of Shoreline's goals and strategies from the 2016-2021 strategic plan correlates with the revised core themes.

The categories of core theme indicators (e.g., "Access for learners") are listed along the bottom left-hand side of the document. A check-mark indicates which indicators are assessed for which core theme. The goals and strategies from Shoreline's 2016-2021 strategic plan are listed across the top section of the document. A marker (see key in bottom right-hand corner, highlighted in yellow) at the intersection of each column and row indicates whether there is "some," "moderate," or "strong" impact of the strategy on the indicator. Note that each core theme indicator is addressed by at least two different strategies.

In addition, the A3X includes high-level assessment of the core theme indicators, collapsing across all the measures involved, with the assessment symbols (see top left-hand corner, highlighted in blue) indicating the percent of measures that have met or are close to approaching target (see top right-hand corner, highlighted in green, for a key to these symbols).

At the bottom right is a list of strategic indicators of the immediate impact of each strategy, and these are still in development. In addition, each strategy is designated as the responsibility of one member of Shoreline's executive team, as noted by the check marks on the right-hand side of the document.

For more about how this tool has been and will be used for assessment of mission fulfillment, please see the description of work accomplished related to Recommendation #6 in a subsequent section of this report.

III. ASSESSMENT BASED ON STANDARDS CITED

Standard 3.A.1: *The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.*

Shoreline has made significant progress since 2012 in addressing this standard.

Abbreviated Strategic Action Plans (aSAPs) have been part of Shoreline's planning process for the past five years, and represent *ongoing, integrated, and comprehensive* planning, with all proposals from campus departments reviewed simultaneously by Executive Team for final recommendations to the Board of Trustees.

The new 2016-2021 strategic plan provided additional clarity such that specific initiatives (as exemplified above) are closely linked to the goals and strategies described in the plan (i.e., they are *purposeful*). The process of developing the plan involved all campus constituencies as well as members of the local community. The assignment of steering committees or operational teams to each strategy within the strategic plan ensured a systematic approach to planning.

As demonstrated in the A3X, the goals and strategies in the 2016-2021 strategic plan *align well with the core theme indicators of mission fulfillment*.

Looking ahead, next steps for addressing this standard will include department-level operational planning to ensure that *systematic, integrated* planning occurs at the operational level.

Standard 4.A.1: *The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.*

The revision in core themes was prompted, in part, by challenges encountered in meeting this standard using the previous core themes. Most notably, several of the previous core theme indicators were not meaningful (e.g., Facebook recognition as an indicator of community engagement, student perception as an indicator of program excellence) or difficult to define or verify (e.g., number of business-related community engagements, perceived preparation the college provided).

Looking ahead, the critical aspect of this standard to achieve will be *ongoing* evaluation based on the revised indicators.

Recommendation #2

[From the 2012 Year Seven Comprehensive Evaluation] *While Shoreline Community College has developed new planning and assessment processes for academic programs and for non-academic programs and services, the evaluation committee could not find evidence that these have been fully implemented. The committee recommends that the College fully implement the assessment process by using student performance as key measures of learning to revise courses, programs, and the general education outcomes and non-academic programs and services. These processes should be integrated meaningfully into College's decision making processes, including resource allocation (Standard 4.A.2).*

Following the plan laid out in the Mid-Cycle Self-Study, Shoreline has made significant strides to enhance and expand efforts related to (a) assessing student learning outcomes (Section I); (b) ongoing assessment related to comprehensive planning and program review (Sections II and III); and (c) assessing student and employee process to identify areas for improvement (Section IV).

I. LEARNING OUTCOMES ASSESSMENT

One strategy under Goal 1 of Shoreline's 2016-2021 strategic plan specifically addresses the need to strengthen Shoreline's work related to assessing student learning:

- *Goal 1: We attract students and community learners and ensure successful attainment of their goals through our programs, services, and teaching and learning environments*
 - *Strategy B. Develop a robust method for ongoing student learning outcomes assessment at the College.*

In fall of 2016, Shoreline formed the Learning Outcomes Assessment Steering Committee*, sponsored by the Executive Vice President for Student Learning & Success*.

A. Course Outcomes

As described in the assessment plan in the Mid-Cycle Self-Study, Shoreline's Office of Institutional Assessment and Data Management (IADM) has offered [small grants](#)¹⁰ for faculty to complete assessment projects of course learning outcomes. Faculty apply for these grants as individuals or in teams and submit an application in fall, working with the Executive Director of IADM, the Associate Dean of Teaching, Learning, and Assessment, and members of the Learning Outcomes Assessment Steering Committee to identify key assessment questions, develop methodology, gather data, and analyze results. Faculty present their projects to the Learning Outcomes Assessment Steering Committee and/or other peers in spring quarter.

Appendix C provides summaries of each of the 15 projects completed or underway since fall of 2015, including the key questions answered, a brief summary of results, and links to project documentation.

The course outcome assessment projects vary considerably in their focus and methodology, depending on what faculty determine is most meaningful and valuable to their departments. Some projects focus on bringing faculty together for the purpose of understanding how to assess whether a piece of student work demonstrates attainment of an outcome (i.e., "norming"), while others involve a more research-based examination of data across students to identify gaps in student learning. It is an expectation for these projects that they involve direct assessment of student learning, such that faculty must, at some point, review student work.

The purpose of offering these small grants is to both effect assessment-directed change and increase capacity for learning outcomes assessment work. As Appendix C demonstrates, a total of 15 projects involved 34 faculty, 19 full-time and 15 associate. The 2017-2018 Learning Outcomes Assessment Steering Committee included 10 total faculty, seven of whom have participated in a course-level outcomes assessment project. Starting in the 2018-2019 academic year, these steering committee faculty will serve as mentors for new project applications.

As part of these course-level assessment projects, faculty made changes in their pedagogy, course curriculum, in-class assessment techniques, and/or course-level outcomes. As suggested in Appendix C, all of these projects had an impact in one or more of these ways, affecting key courses in student pathways.

Below are three examples of course-level projects, one from each of the last three years, demonstrating the variety and impact of these projects:

Psychology 100: Ongoing Standardized Assessment

In 2015-2016, a team of faculty in psychology searched educational research literature and identified an existing pre- and post-assessment instrument with standardized questions about each of the primary topics within psychology, as described in two learning outcomes for Psychology 100: General Psychology.

Describe, compare, and contrast the core explanations for behavior offered by the following major perspectives in psychology: Biological, Psychodynamic, Behavioral, Humanistic, Cognitive, and Sociocultural.

Describe and at a basic level, analyze and critique significant psychological terms, concepts, principles, and theories within the major perspectives in psychology.

Results of the assessment (Figure 2 below) indicated students struggled with concepts about research methods, which are fundamental to success in subsequent psychology courses. Two faculty introduced new interactive pedagogical techniques in their instruction about research methods. All sections of PSYC&100 continued to administer this instrument in their classes.

This team of faculty reapplied for funding for the 2017-2018 academic year for the purpose of reviewing results from subsequent administrations of this instrument as well as revising the assessment tool. This project is still underway.

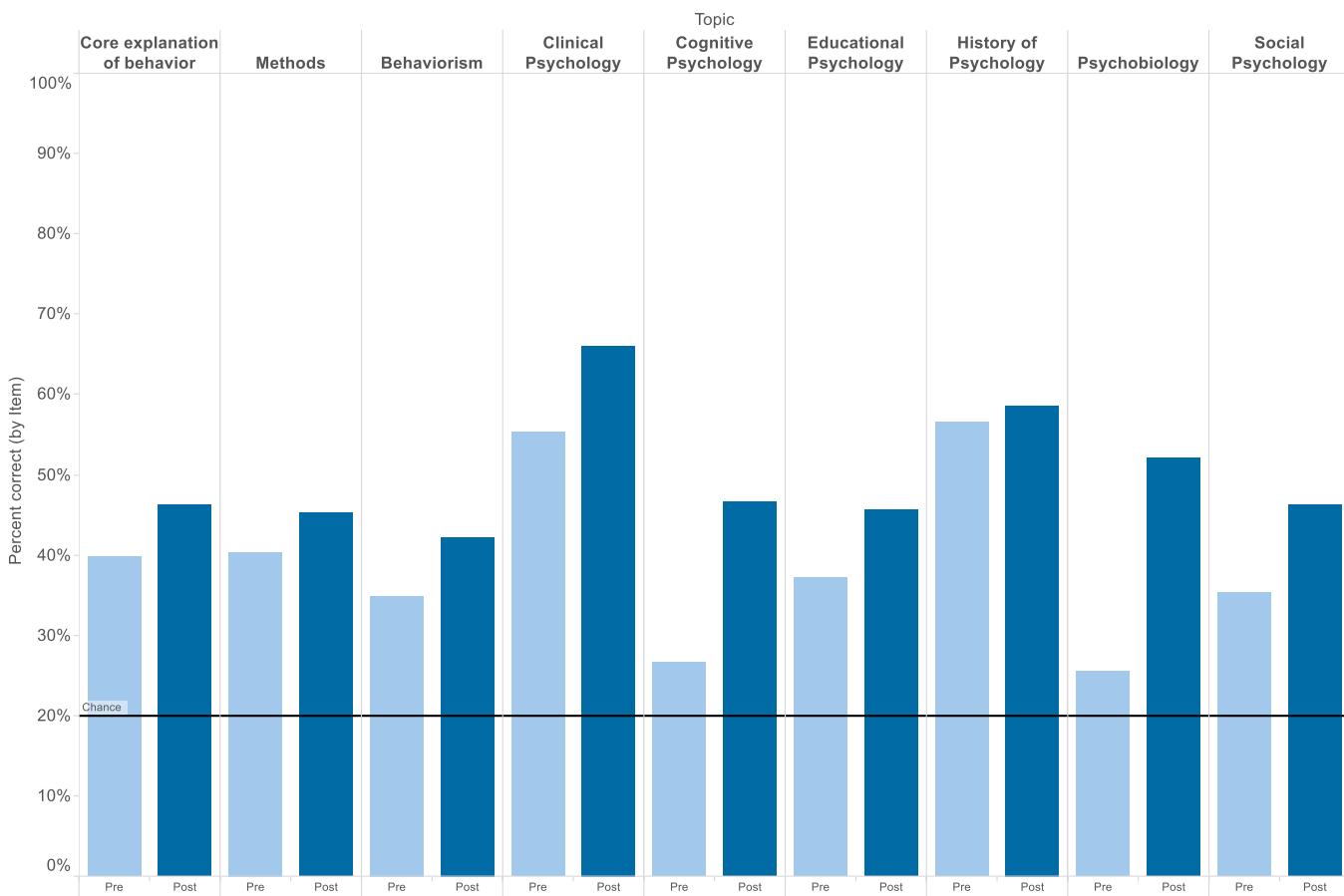


Figure 2. Percent of students providing correct responses on a standardized assessment in Psychology 100

Example 2: English 099/101: Norming Composition Assessment

The English department engaged to two, year-long projects (2016-2017 and 2017-2018) focusing on gathering as many faculty as possible to discuss assessment of key learning outcomes in English 099: Analytical Reading and Writing (the highest level of pre-college English) and English 101: English Composition I (a course required for all transfer associate degrees).

In the first year of the project, the focus was identifying differences between being “exit ready” in English 099 and English 101. Faculty gathered to review samples of papers and focused on one aspect of an essential outcome for both English 099 and English 101. Table 2 contains an analysis, conducted by the lead group of English faculty, comparing learning outcomes between English 099 and English 101. In the first year of the project, the purpose of the norming work focused on evaluating students’ ability to use evidence to support a purpose or a thesis (highlighted in Table 2).

A total of 14 faculty (10 associate & 4 full-time) participated in these meetings. Over a series of three norming meetings, a group of faculty developed a very specific description of being “exit ready” in both English 099 and English 101, as shown in Table 3.

A lead group of English faculty [presented the results¹¹](#) of the project at the spring 2017 Teaching & Learning Conference, and the definitions of “exit ready” for English 099 and English 101 were shared with all faculty in the department.

Table 2. Learning outcomes for ENGL 099 and ENGL&101

ENGL 099 Course Outcomes and Assessments	ENGL&101 Course Outcomes and Assessments
1. Critically read and analyze information, ideas, and structural elements in a given text	1. Critically read, analyze and evaluate information, rhetorical patterns, and structural elements in a given text (such as story, essay, poem, textbook, or visual material)
2. Formulate and express information and ideas in basic academic forms of writing, demonstrating purpose, focus, thesis organization , and clarity of language	2. Formulate and express information and ideas in a variety of written forms and rhetorical patterns, demonstrating a clear purpose, focus, thesis, organization , and consideration of audience
3. Assess the effectiveness of student's own written and verbal communication and make adjustments as needed	3. Assess the effectiveness of student's own written and verbal communication
4. Engage in a writing process using prewriting, drafting, and finishing techniques as appropriate to the writing task	4. Engage in a writing process using prewriting, drafting, and finishing techniques as appropriate to the writing task
5. Write in a style and voice appropriate to most academic tasks with consideration of socially or culturally diverse readers.	5. Write to a range of audiences including socially or culturally diverse readers
	6. Identify the cultural, historical, and social context of a work (including the student's own) and the way in which culture and social position affect meaning

Table 3. Definition of “exit ready” for ENGL 099 and ENGL&101

At the 99 Level successful essays ready for English 101 show ability to ...	At the 101 Level the successful essay shows the ability to ...
<ul style="list-style-type: none"> Gather and select topical evidence from relevant sources, including personal experience, observation and publications, to help support points. Use some variety of evidence, not just one type or from one point of view. For instance, use statistical evidence along with observed or first-hand experience, or two different articles on the same topic. Demonstrate relationships between evidence and main points. Strategies may include organization, transitions, explanations, and other methods. Support ideas for a general audience using facts and common knowledge; may also consider the connotations and point of view of information. Use direct quotations from sources when appropriate; may also use paraphrases and summaries. All sources are documented. 	<ul style="list-style-type: none"> Select evidence relevant to the essay's main and supporting points as well as its purpose, audience, and venue. Analyze audience information gaps and pre-existing knowledge to determine detailing. Select evidence to address audience needs. Consider and use the origin and implications of evidence, such as its stakeholders, its venue-based purpose, its methods, its omissions, its strengths, and so on. Connect evidence to the main point and sub-topics with explanation and detailing that considers audience, purpose, and venue. Employ a variety of information types as evidence, so that detailing is specific, ample, and varied. Use quotation, paraphrase, and summary from sources when appropriate, with MLA documentation

The following year, the English department applied for a second year of funding to engage in a similar process with a more holistic approach to identifying the difference between the two levels of English. The project was led by an associate (part-time) faculty member, who was joined by six faculty (three associate and three full-time) who discussed several sample papers holistically, identifying strengths and weaknesses

in the papers based on the learning outcomes in the Master Course Outlines (MCOs) for [English 099¹²](#) and [English 101¹³](#). The lead faculty provided a [report¹⁴](#) on the discussions and presented at an outcomes assessment training session, leading a group of faculty (including members of the Learning Outcomes Assessment Steering Committee) through a norming discussion of one [sample paper¹⁵](#).

Example 3: Chemistry 121: Assessment and Syllabus Change

Chemistry 121 is an introductory chemistry course that is a prerequisite for almost all of Shoreline's health occupation programs. One associate faculty in chemistry led this project, and collaborated with two additional faculty to gather data over the course of two quarters about students' understanding of one key concept: significant figures. This concept is fundamental to chemistry and other STEM fields, and students can demonstrate their understanding not only in direct questions about significant figures, but also any time measurement is involved in any assessment (e.g., lab reports, exam questions).

In one quarter, [data from assessments¹⁶](#) were gathered at two time points (Week 4 and Week 11) in the quarter from three instructors. As Figure 3 demonstrates, although there was general improvement in students' understanding of this concept, there were also differences across instructors.

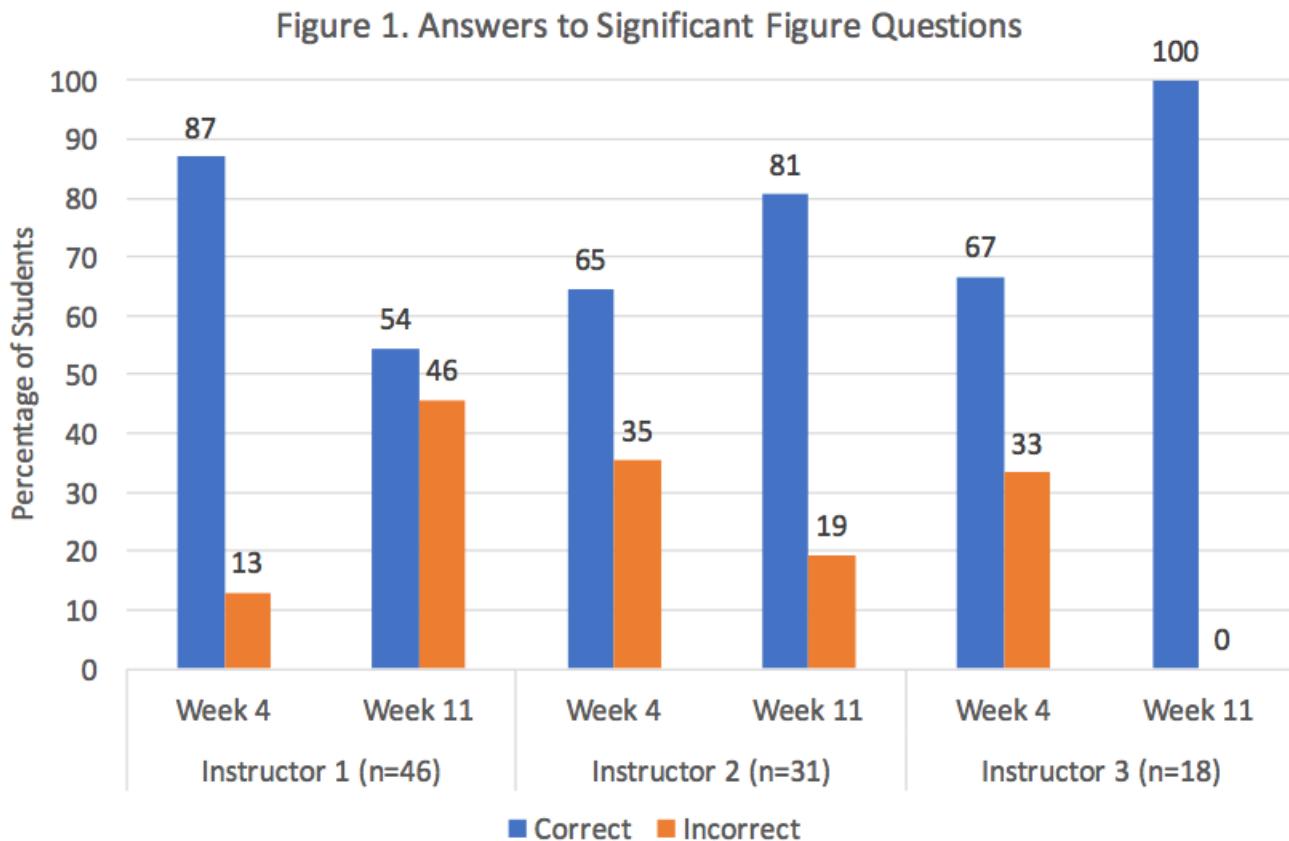


Figure 3. Number of students who provided correct and incorrect significant figures at week 4 and week 11 of chemistry 121 taught by three different instructors

Instructor 1 was actually the lead of this project, and was surprised by these results. They have since made changes to their syllabus for fall 2018 to include more focus on significant figures throughout the quarter.

B. Program Outcomes

Since fall of 2015, Shoreline has revitalized its external review of professional-technical programs. Part of this process has been to focus faculty on learning outcomes assessment, particularly in examining actual student work and assessing it based on the stated program outcomes.

1. Business Technology (2016-2017)

The lead faculty from Business Technology is an active member of the Learning Outcomes Assessment Steering Committee and piloted a portfolio-based program outcomes assessment project. Working with a sub-group from the Learning Outcomes Assessment Steering Committee, seven portfolios from the program's Office Technology course were reviewed and assessed for each of the program learning outcomes (see Figure 4).

(

Program Outcomes	Does the capstone project provide the opportunity for students to demonstrate proficiency (Y/N)	Has the student met the outcome? (Y/N)	Comment about how the assessment met the outcome
1. Apply business office administrative skills within a variety of workplace environments using critical thinking, ethical decision-making, leadership and teamwork skills, prioritization of tasks, and professionalism.			
2. Demonstrate effective verbal and written communication and emotional intelligence (EQ) with customers and coworkers in a professional business environment.			
3. Compose business documents in the correct design formats including emails, memos, letters, meeting notes, policies and procedures, and reports— that are free of grammatical/usage errors.			
4. Critically apply the use of appropriate and current software skills, (including word processing, spreadsheets, databases, presentations, email, and other correspondence), to achieve business goals.			
5. Organize business records by using the appropriate filing procedures to store and retrieve records manually and electronically.			
6. Demonstrate the ability to perform basic payroll functions and prepare monthly, quarterly, and yearly tax forms using standardized accounting principles.			
7. Identify, evaluate, and use research evidence to solve problems in businesses and/or organizations.			

Figure 4. Rubric used to assess program outcomes in Business Technology

Results revealed that students demonstrated strong skills in software applications, but there was not adequate evidence of meeting some of the more nuanced aspects of the first learning outcome:

Apply business office administrative skills within a variety of workplace environments using critical thinking, ethical decision-making, leadership and teamwork skills, prioritization of tasks, and professionalism.

Based on the results of this process, this faculty member engaged the program's advisory board to revise the program learning outcomes and altered the capstone course and portfolio assignment to be more comprehensive in addressing all aspects of the office working environment. The entire program review process has prompted a significant curriculum change for this program, starting with the elimination of several short-term certificates to provide a clearer pathway for students (see Section III below).

2. Music Technology (2017-2018)

In a group meeting in February of 2018, faculty in the Music Technology program reviewed four demo reels students created as a capstone to their degree programs. Three full-time and one associate faculty, along with three members of the Learning Outcomes Assessment Steering Committee used a simple rubric (see Figure 5 below) to evaluate four demo reels students created as a capstone portfolio for the degree program based on 2 – 3 program learning outcomes.

Music Technology Portfolio Review

Portfolio #1

Outcome	Below Expectations			Meets Expectations			Exceeds Expectations			Notes
	1	2	3	4	5	6	7	8	9	
Explain and apply fundamentals of music theory in the creation, evaluation and interpretation of musical compositions.										
Digital Audio/MIDI										
Identify [and apply] current production values, trends and industry standards affecting production today.										
Create radio commercials as well as educational and instructional industrial products.										
Performance/Merchandising										
Apply principles of applied music and performance in a selected area of interest										

Figure 5. Snapshot of portfolio review rubric in the Music Technology program-level outcomes assessment project, February 2018

All four of the demo reels reviewed met or exceeded expectations in the first and second outcomes in Figure 5. Two portfolios were below or meets (i.e., a 3 – 4 on a 9-point scale) on the third outcome. Faculty discussed this and pointed out that part of students' portfolios involved developing commercial content (i.e., an internal report to stockholders), and that it was not uncommon for students to put less thoughtful effort into those projects than in producing music-based audio (often their own compositions and/or performances). This led to an interesting discussion ([see notes¹⁷](#)) about how the program meets different parts of the College's mission in meeting the "workforce needs" as well as the "cultural needs" of "diverse students and communities."

Faculty noted they continually remind students that most "on the books" (i.e., not contract-based "gigs") employment in the field of music technology involves commercial or corporate audio production, but that some students were enrolled in the program only to follow their own musical passions. The relevant learning outcome "Create radio commercials as well as educational instructional industrial products" would still be part of the program so that students would gain skills needed to obtain employment in the field, but the assessment project revealed that lack of student motivation may detract from learning in that domain.

3. Visual Communication Technology (2017-2018)

In this assessment project, four faculty (three full-time and one associate) from the Visual Communication Technology (VCT) program, five members of the Learning Outcomes Assessment Steering Committee, and one VCT staff member took part in a review of capstone projects primarily to discuss and norm what constitutes strong evidence of two learning outcomes (see Figure 6).

VCT Portfolio Review

Portfolio # _____	Outcome	Below Expectations			Meets Expectations			Exceeds Expectations			Notes
		1	2	3	4	5	6	7	8	9	
Select and organize design elements including letter forms, illustrations, typography and other graphic images and effectively use art elements such as line, shape, color, value, texture and form in the development of visual images for a variety of media.											
Apply principles of audience and market analysis, conduct research and develop resources in the production of desktop publishing, graphic design, illustration, electronic paste-up, scanning and manipulation of images, and multimedia productions											

Figure 6. Snapshot of portfolio review rubric in the Visual Communication Technology program-level outcomes assessment project, March 2018



Project requirements:

You must use Illustrator to complete this project. You are not allowed to image trace an existing pattern. It must be generated using tool-edited primitives or by using one or more illustrator painting/drawing tools in conjunction with the pattern making tool. It is okay to base your pattern on a stock image, but your design must be different enough to be considered your work. Your pattern will be graded on overall design as a pattern fitting an ethic design style/motif and level of complexity, color, line and shape usage, quality of work, seamlessness, and evidence of software proficiency (See sample rubic/gradesheet).

Figure 7. Sample of student work created in response to the project requirements

The participating faculty brought samples of student work, as shown in Figure 7, and discussed the elements they identified to evaluate student work. The discussion focused primarily on how to distill the elements of design as described in the outcome (e.g., line, shape, color, value, texture) as distinct from fulfilling the requirements of the “client,” or in this case, the assignment.

4. Biotechnology (2017-2018)

In June of 2018, graduating students from Shoreline’s Biotechnology program presented posters about their capstone project for the program’s Advisory Committee. The lead faculty from that program tasked the advisory board with using a simple evaluation rubric on at least six of the nine posters (as shown in the excerpt in Figure 8).

Poster # <u>6</u>	Below Expectations			Meets Expectations			Exceeds Expectations			Notes
	1	2	3	4	5	6	7	8	9	
Conduct research experiments following operating and safety protocols and apply knowledge of theory and techniques to troubleshoot appropriately							7			Smart consideration of small sample size & different variables.
Analyze and display data using computer technology including the Internet and software designed for maintaining a database, preparing spreadsheets, conducting statistical analysis, bioinformatics and graphical display					6					Graphs show information well, but could use consistency in design (bar graph parity).

Figure 8. Sample of Advisory Committee’s rating of a student poster at Shoreline’s biotechnology program’s annual poster session

Overall, 100% of the eight posters received a rating of at least 5 (Meets Expectations) from all raters, and two received scores of 8 or 9 (Exceeds Expectations) on both learning outcomes. The lead faculty noted that the rubric provided an excellent way to engage the Advisory Committee in conversation about the program learning outcomes.

C. General Education Outcomes

For three consecutive years, Shoreline has engaged in campus-wide projects assessing Shoreline’s [general education outcomes](#)¹⁸, using the same general methodological framework.

Although Shoreline has a long history of engaging in assessment work, at the time of the Mid-Cycle Self-Study, there had been few projects involving direct assessment of student learning related to the general education outcomes. In re-launching this work, the Office of Institutional Assessment and Data Management (IADM) built on the extensive assessment work Shoreline has completed in the past, as follows:

Rich outcomes: Shoreline’s general education outcomes, developed in the early 2000’s, include rich language about what students will know and be able to do after completing their Shoreline experience. The six broad outcomes (Communication, Multicultural Understanding, Quantitative Reasoning, General Intellectual Abilities, Global Awareness, and Information Literacy) are broken down into 27 components (i.e., “sub-outcomes”), which provide a level of specificity so as to translate easily into assessment rubrics.

Course mapping: In Shoreline’s Master Course Outline (MCO) database, each course outcome is mapped to all of the 27 sub-outcomes to which it relates. To that end, each course can receive a “score” based on the number of its outcomes that are connected to each of the sub-outcomes. This “intensity score” can then be

mapped to student course-taking, making it possible to identify the number of “high-intensity” courses any student has taken related to any of the 27 sub-outcomes.

Previous assessment work: From 2012-13 to 2014-2015, the Global Awareness Assessment Working Group (GAAWG)* conducted two studies related to assessing this general education outcome. The results of this work were presented in Shoreline’s Mid-Cycle Self-Assessment. Briefly, the first study focused on interviewing faculty about how they assess global awareness, and the second involved an indirect assessment of student learning related to global awareness within individual courses.

The primary goal for revitalizing Shoreline’s general education outcomes assessment work was to gather direct evidence of student work on a campus-wide scale and assess it based on the outcomes as they are currently written. The outcomes and sub-outcomes vary in the extent to which they are directly assessable, so the projects moved forward by selecting one of the sub-outcomes that provided enough specificity to assess.

Adopting some practices from a peer college (Clark College) presented at the 2015 Washington State Assessment, Teaching, and Learning Conference, the general education outcomes projects took advantage of the course mapping in the Master Course Outline system to use a correlational assessment methodology (see right).

Below is a summary of the three projects conducted since 2015 using this methodology.

1. Global Awareness (2015-2017)

Following the Mid-Cycle Self-Assessment, a small group of faculty called the Assessment Working Group* moved forward with the task of identifying how to assess Shoreline’s general education outcomes. After reviewing overall [course-mapping data¹⁹](#) and gaining familiarization with the correlational assessment methodology, the group decided to move forward with assessing the outcome that had been the subject of Shoreline’s most recent assessment work: Global Awareness.

The course-mapping data revealed that among the six Global Awareness outcomes, courses were most commonly linked to the second sub-outcome: *Articulate the values and beliefs that influence humans in seeking identity and meaning within their culture*. The Global Awareness Assessment Working Group (GAAWG) had previously established that even courses that link their outcomes to the Global Awareness sub-outcomes may not include assignments that directly assess those outcomes. Hence, the group developed a standardized writing prompt to which students would be given 20 minutes to respond: “*How does culture influence identity? Provide examples from two different cultures.*” A pilot with students in one English class revealed that students often neglected to provide examples, making uniform assessment challenging, so that the final prompt was “*Provide examples from two different cultures showing how culture influences identity.*”

Correlational Assessment Methodology
<ol style="list-style-type: none">1) Gather student work, either through a standardized prompt or from existing class assignments, from a reasonably large and representative sample of students2) Assess the student work, using a simple rubric based on the wording of the existing outcome3) Correlate students’ performance on the assignment with their course-taking, not just based on the number of credits, but also based on the “intensity scores” of the courses taken4) Review and interpret results, consider implications for curriculum and outcomes

The prompt was administered in classes in spring of 2016. A stratified random sample of courses was selected to ensure a wide range of students based on (a) total number of credits earned prior to spring of 2016 and (b) total number of courses scored as “high intensity” for the second Global Awareness sub-outcome. A total of 14 faculty consented to administer the prompt either in-person or online.

The resulting sample of usable responses was 193. Six members of the 2015-2016 Assessment Working Group took part in a [five-hour retreat²⁰](#) in June of 2018 to evaluate all of the samples using a simple rubric (see Figure 9). Note that the simple 4-point rubric (0 – 3) was translated into a 12-point rubric, with each category including a “high,” “medium,” and “low” rating, depending on the position of the “X.”

Code # <u>W5</u>				
Is there evidence of student learning in this domain?				
N/A	0 (None)	1 (Minimal)	2 (Moderate)	3 (Substantial)
		X		
Did the student explicitly reference non US cultures? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
Did the student use examples from his/her own culture? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
Code # <u>300</u>				
Is there evidence of student learning in this domain?				
N/A	0 (None)	1 (Minimal)	X	2 (Moderate)
			X	
Did the student explicitly reference non US cultures? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
Did the student use examples from his/her own culture? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
100				

Figure 9. Excerpt of rating sheet used in Global Awareness assessment project

The first 1.5 hours of the retreat was spent “norming.” All six raters evaluated the sample 10 student responses. After each, the group discussed the differences that they saw until the resulting ratings were within two points on the 12-point scale. The group then worked in three teams of two to rate all of the remaining samples, with each pair comparing their ratings and adjusting if there was a discrepancy greater than two points.

The Office of Institutional Assessment and Data Management analyzed the results based on student course-taking and presented to various audiences at Shoreline’s [Opening Week Concurrent Sessions^{21*}](#) in fall 2016 and the [Shoreline Teaching and Learning Conference²²](#) in spring of 2017.

In short, the results revealed that there was no correlation between students’ performance on this prompt and the total number of credits completed. However, when controlling for age and number of credits, there was a significant correlation between the number of “high intensity” Global Awareness classes a student had taken and their performance on this prompt (see Figure 10).

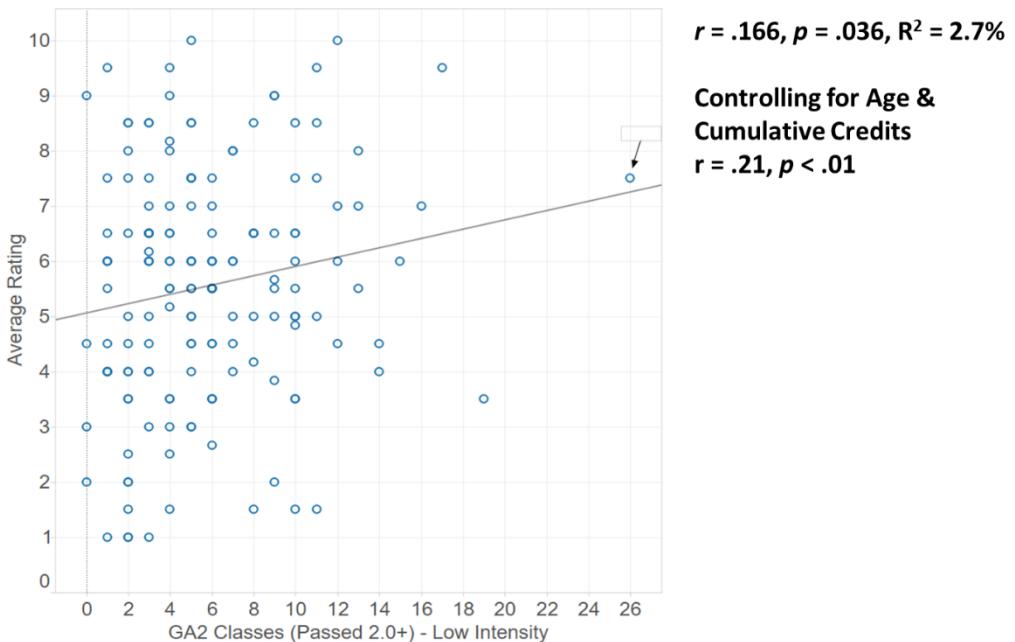


Figure 10. Correlation between students' performance (average rating) on the Global Awareness assessment and the total number of high-intensity classes taken before the assessment

The correlation was moderate, but in terms of practical significance there was a 1-point difference in the average performance of students who had taken 0 – 2 “high-intensity” Global Awareness classes and those who had taken 3 or more (see Figure 11).

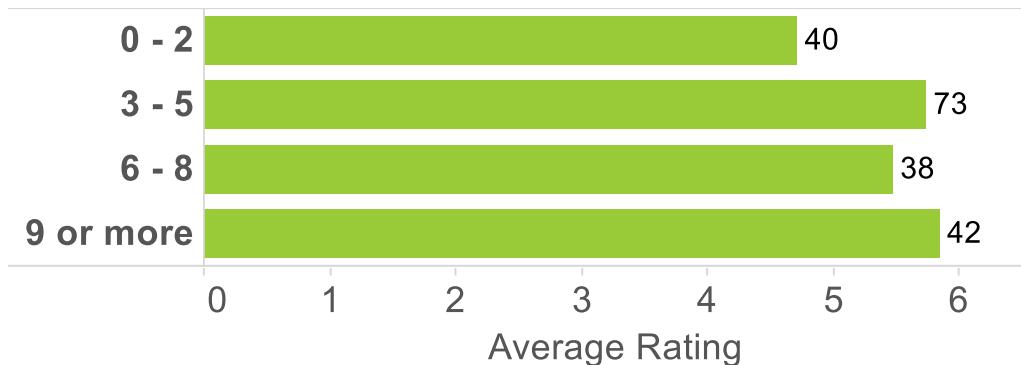


Figure 11. Average rating of students' performance on the Global Awareness assessment according to the number of high-intensity Global Awareness classes taken

While not definitive, the results suggest some kind of relationship between the learning opportunities students have at Shoreline and their knowledge and skills in understanding the relationship between culture and identity. Conversations with faculty about these results focused primarily on (a) considering how this outcome fit with other general education outcomes, most notably Multicultural Understanding and (b) whether the outcome itself needed to be revised.

In addition, the study was a proof-of-concept demonstrating that this methodology could be implemented and could potentially yield meaningful results in understanding the impact of the Shoreline experience on students' learning related to general education outcomes.

2. Communication (2016-2018)

By fall of 2016, the Learning Outcomes Assessment Steering Committee had been formed, and a small working group from that committee, including two administrators and two English faculty, moved forward with a project to assess the Communication general education outcome. This group began by identifying the sub-outcome to be assessed, choosing to focus on written communication, the fourth sub-outcome:

Formulate and express information, ideas and opinions in mechanically sound written forms that have a clear purpose, focus, thesis and organization; that are appropriate for their audience in content and style; and that support, clarify, and expand complex ideas with relevant details, examples and arguments.

The working group then developed a [rubric and methodology²³](#), deciding to select existing writing assignments from a variety of courses, assessing them using a rubric based very closely on the wording of the outcome (See Table 4).

Table 4. Rubric used in the Communication general education outcome assessment project

Outcome language	Developing	Meeting	Exceeding
	1 1 2 3	2 4 5 6	3 7 8 9
Formulate and express information, ideas and opinions with a clear purpose, focus, or thesis	Formulate and express information, ideas and opinions, but lacking a clear purpose, focus, or thesis	Formulate and express information, ideas and opinions with a clear purpose, focus, or thesis	Formulate and express information, ideas and opinions with a clear and complex purpose, focus, or thesis
Support, clarify, and expand complex ideas with relevant details, examples, and arguments	Inadequate support is provided to clarify and expand complex ideas due to a lack of relevant details, examples, and arguments	Support is provided to clarify and expand complex ideas with adequate relevant details, examples, and arguments	Detailed support is provided to clarify and expand complex ideas with relevant and significant details, examples, and arguments
Organization	Organization is lacking, inconsistent, or unclear	Organization is logical and apparent	Organization is logical, apparent, and supplements expression of ideas and support
Mechanically sound	Mechanical errors interrupt and interfere with clarity and meaning	Mechanical errors are minimal and do not interfere with meaning	No mechanical errors are present

With plans to implement a correlational methodology, a concern was raised in the group as to whether the course mapping truly represented learning opportunities. 84% of all classes having at least one outcome mapped to Communication sub-outcome #4, and the majority would be categorized as “high intensity.” Hence, there was concern whether the mapping and “intensity score” are legitimate or perhaps overestimated the extent to which courses contribute to students’ writing skills.

The working group conducted a brief survey with 58 faculty about their courses, essentially asking them to verify whether their course, as a whole, contributed “Substantially,” “Moderately,” or “Minimally” to students’ writing. The results, as presented at [Shoreline’s Teaching and Learning Conference²⁴](#) in spring 2017,

revealed that the mapping was an overestimate, but the relationship between the MCO-based intensity ratings and the survey ratings was close enough to continue with the methodology.

All faculty [were invited²⁵](#) to provide a full set of student work from one assignment they designated as an opportunity for students to demonstrate their learning as described in the Communication outcome. A total of eight classes were used in the analyses, yielding 167 usable student submissions. There was a great deal of diversity in the participating classes, in terms of topic (see right), with a diverse student population in terms of their Shoreline experience.

Nine members of the Learning Outcomes Assessment Steering

Committee, five full-time faculty and four administrators, took part in a [retreat²⁶](#) in September of 2017 to assess each of these writing samples using the rubric in Table 4. Two hours were spent norming the rating process, with the whole group rating two submissions from each course. Given the complexity of the rubric and the diversity of samples, the norming process was critical for standardized assessment. For example, the group discussed extensively how to assess the assignments if they did not include a thesis statement, as described in the first component of the rubric. The resolution, arrived by consensus, was that any writing sample could be assessed according to the extent to which it met the intended purpose.

The attendees broke into three groups of three to rate the remaining samples, with the standard that all three ratings had to be within two points on the 9-point rating scale. Group discussion led to adjustments to adhere to this criterion as needed.

Results from the assessment were analyzed over the course of the 2017-2018 academic year, with the Learning Outcomes Assessment Steering Committee exploring the results using an interactive Tableau dashboard. The results were remarkably similar to the assessment of the Global Awareness outcome. While there was little-to-no correlation between students' performance on the writing assignment and the total number of credits earned, there was a significant correlation ($r = 0.287, p < .001$) between the average intensity score of courses students had taken and their performance on the writing assignment. The correlation strengthened ($r = .372, p < .001$, see Figure 13) if only students who had earned 15 or more college-level credits were included. In summary, the results suggest that the pervasiveness of writing assessments in students' courses is related to their writing skills.

There is not necessarily a causal relationship, and it is possible that students choose writing intensive courses based on their writing skills, but there was enough indication of a relationship to discuss with faculty at an [assessment training²⁷](#) in June of 2018 how using writing assessment in any class is important in improving writing skills.

Communication Outcome Assessment Project: Participating Courses

- | | |
|--|---|
| <ul style="list-style-type: none">• Art• Biology• Biotechnology• Business (Marketing) | <ul style="list-style-type: none">• Business Writing• Clean Energy• English• Nursing |
|--|---|

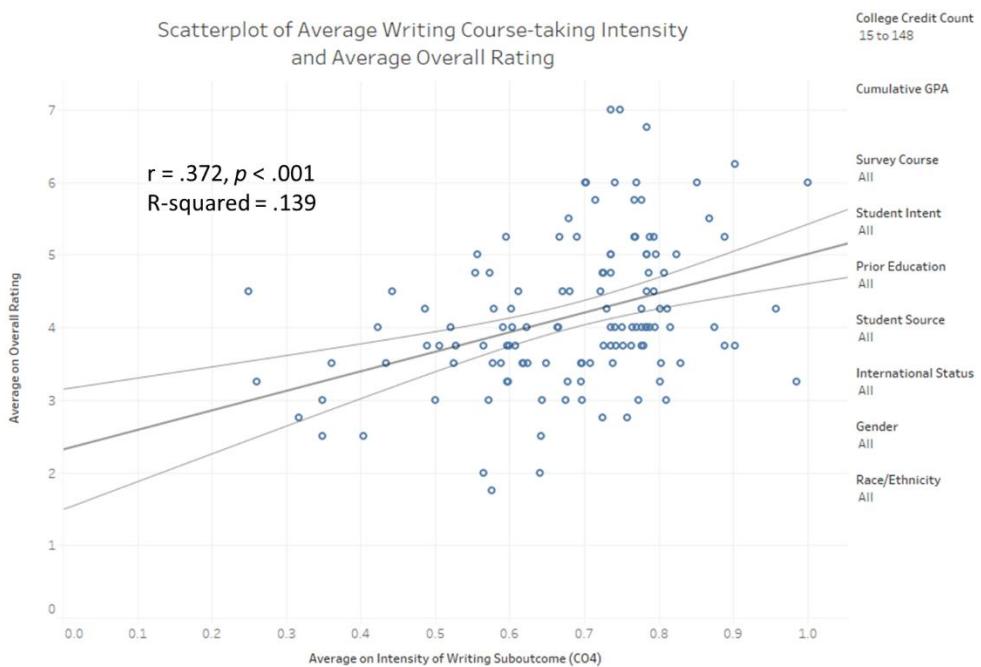


Figure 13. Correlation between average writing intensity (by course mapping) of courses students had taken and the overall rating received on the writing rubric, for students who had earned 15 or more college-level credits

3. Multicultural Understanding (2017 – 2019)

All of Shoreline's degrees require completion of a course focused on multicultural understanding. Faculty who teach these courses hold regular meetings in a group referred to as "M-core*." During the 2017-2018 Academic Year, one faculty from this group served on the Learning Outcomes Assessment Steering Committee and the project was launched in March of 2018. M-core faculty identified the second sub-outcome to assess:

- *Using awareness and knowledge about multiculturalism and various groups in the United States, identify issues of power and privilege that exist in all interactions.*
 - *Students will describe personal and institutional biases, emotional responses, behaviors, practices and language that impact individuals and groups.*
 - *Students will describe specific benefits and costs to individuals and groups directly related to race, social class, gender, sexual orientation, disability and culture.*

The group decided that a standardized prompt would be more effective than using existing assignments to gather samples of students' work, and used two questions, providing students 20 minutes to respond:

1. *Provide an example of how an institution/organization privileges some people at the expense of others.*
2. *Describe how this example relates to you.*

A total of 198 students provided usable responses to the prompts, with 27 responding in-person during a class, and the remaining 171 responding online in a Canvas classroom.

A team of six (four M-core faculty and two administrators) took part in a [retreat in August of 2018²⁸](#) to code students' responses. The rubric used was based closely on the wording of the outcome itself (see Table 5).

Table 5. Rubric used to evaluate student responses to standardized prompt about the second Multicultural Understanding sub-outcome.

	Developing	Meeting	Exceeding
	1 1 2 3	2 4 5 6	3 7 8 9
1. Describes personal and institutional biases, emotional responses, behaviors, practices and language that impact individuals and groups	Does not identify biases, responses, behaviors, practices, or language, or describes them only minimally. Does not relate these to issues of power & privilege.	Identifies and describes biases, responses, behaviors, practices or language, and relates those to issues of power & privilege	Identifies and describes biases, responses, behaviors, practices or language, and demonstrates a clear and nuanced understanding of how they relate to issues of power & privilege
2. Describes benefits and costs to individuals and groups	Describes benefits and costs (or only one of these) without relationship to issues of power and privilege	Describes both benefits and costs, and relates them to issues of power and privilege	Describes both benefits and costs, describing a clear and nuanced relationship to issues of power and privilege

Participating faculty identified three additional questions for reviewing the samples:

- 1) Did the respondent describe a broad set of social hierarchies? Yes/Somewhat/No
- 2) Was the respondent hostile to the question or topic? Yes/Somewhat/No
- 3) Did the respondent identify a privileged group to which they belong? Yes/Somewhat/No

The process of the retreat was almost identical to the previous year's Communication assessment retreat, starting with a norming session, followed by ratings sessions. Results are still being analyzed, but the process itself was more streamlined with lessons learned from the previous two general education assessment projects.

II. PROGRAM REVIEWS

Since fall of 2015, Shoreline has revitalized its program review process for professional-technical programs. All programs that do not have a specialized accreditation or certification process undergo this external review conducted by an independent consultant, Ed Phippen.

Table 6. Schedule of program reviews conducted and forthcoming, with links to final reports

2015-2016	2016-2017	2017-2018	2018-2019 (forthcoming)
Music Technology²⁹	Clean Energy Technology³¹	Purchasing & Supply Chain Management³⁴	Automotive Service Technician
Business Technology³⁰	Visual Communications Technology³²	Film³⁵	Education
	Business Administration³³	Manufacturing³⁶	Accounting
			Criminal Justice
			Biotechnology

As described in the 2016-2021 strategic plan, Dean Team is assigned to review and follow up on recommendations from the program reviews. Some of the actions taken based on recommendations have included:

- Adding a course on Microsoft Outlook to the Business Technology AAAS degree
- Eliminating several short-term certificates from the Business Technology program
- Initiating a portfolio review process in Visual Communication Technology
- Eliminating one option (Sports Event Marketing) from the Business program

Moving forward, the Director of Employer Engagement, a newly filled position, will work with professional-technical programs to ensure follow-through on additional recommendations from the program reviews.

III. ACADEMIC PLANNING

As mentioned in the previous section, Abbreviated Strategic Action Plans (aSAPs) have, since 2013, provided a mechanism for any department to request funding to further the strategic plan. In 2016-2017, there were five aSAPs for new tenure-track faculty positions, which were difficult to evaluate. Both the Strategic Planning & Budget Council and Dean Team suggested that more comprehensive and comparable data across all disciplines or areas were needed to determine whether, for example, a new tenure-track line in biology was more warranted than one in anthropology.

In the previous year (2015-16), Dean Team had begun a parallel planning process, as the College changed practices for filling tenure lines. Instead of automatically re-filling tenure lines within the same discipline/area, any retirements or otherwise-vacated positions were considered unfilled and Dean Team reviewed a limited amount of data across the tenure line requests to develop recommendations for Executive Team about how to fill open tenure positions.

Hence, in 2016-17, requests for tenure-track faculty positions were not included in the aSAP process. Instead, a comprehensive planning process, referred to as “Academic Planning” was introduced.

The rationale for introducing this process was as follows:

- The timing of the aSAP process does not fit well with the typical tenure-track hiring cycle, with advertisements posted in January each year.
- Investments in tenure-track positions are not necessarily strategic, but potentially extend for many years beyond a five- or even ten-year strategic planning cycle.
- The assessment involved in choosing one tenure position over another should not be considered in isolation, but in the context of data from all departments and programs.

The transition to this mode of planning occurred as Shoreline implemented new technology for data visualization, such that interactive, Tableau dashboards could be shared with the entire campus community (see links below). The first version of this process began in spring of 2017. The full timeline and related links are provided in Table 7.

Table 7. Timeline of academic planning process 2017-2018

Timeline	Activity
May 1 – June 5, 2017	Introduced planning process to campus, gathered qualitative data from faculty using online survey³⁷ .
July 12 – August 15, 2017	<p>Review of all data across departments:</p> <p>Tableau dashboards³⁸</p> <p>Enrollment Demographics³⁹</p> <p>FTE and Fill Rate⁴⁰</p> <p>Faculty Ratio⁴¹</p> <p>Course Success Rate⁴²</p> <p>Labor market analysis⁴³</p> <p>Dean Team relied on a set of guiding questions⁴⁴, and took notes on each department based on the data available. These notes were coded and also put into Tableau to generate “summary sheets” (see sample⁴⁵) for each department.</p>
October 1, 2017	Faculty provided official letters indicating plan for retirement in the 2017-18 Academic Year. A total of 12 vacancies were identified, either through retirements, faculty departures, or transition of faculty to administrative positions.
October 18, 2017	Members of Dean Team presented on 18 proposed tenure lines to fill
October 24, 2017	Dean Team Strengths and Weaknesses summary forwarded to Executive Team
December 1, 2017	Executive Team announced decisions about tenure lines at December 2017 Campus Update⁴⁶ and in a Welcome to winter quarter message⁴⁷ from the President.

The planning process was implemented again in 2018-2019, with some revisions, as follows:

- 1) To streamline the data review process, summary sheets were used to develop more specific guiding questions and Dean Team reviewed key indicators and made notes for use in decision-making process.
- 2) Faculty provided feedback based on their own review of Tableau data dashboards as well as general qualitative data about their areas/departments.
- 3) Shoreline advisors and counselors are faculty, so new Tableau dashboards as well as a separate online survey for gathering feedback were developed with data relevant to those areas:
 - [Advising Usage⁴⁸](#)
 - [Advising Demographics⁴⁹](#)
 - [Advising and Counseling: CCSSE⁵⁰](#)
(Relevant items from the Community College Survey of Student Engagement)
- 4) There are significantly fewer open tenure lines in 2018-2019 than there were in 2017-2018 and Executive Team is currently determining whether any of the open lines will be filled. However, the usefulness of the comprehensive Academic Planning data is not limited to decisions about tenure lines. In fall of 2018, Dean Team will work collaboratively with the Communications & Marketing

department to use the Academic Planning notes for the purpose of strategic enrollment management.

IV. DISCIPLINED EXCELLENCE

While the academic planning process focuses solely on academic departments, the Disciplined Excellence Steering Committee has taken a college-wide perspective on how to assess and improve processes affecting students and employees to identify key areas where improvements can be made.

In 2016-2017, during their baseline year of work as a steering committee, members identified process improvements that were already underway on campus, such as streamlining of financial aid processing, changes in processes for students identifying their starting levels of English and math (i.e., placement), and the College's plan, since implemented, to move towards a fully online, dynamic catalog.

The following year, the committee gathered feedback during the April 2018 Day of Learning from all employees about processes to be improved. After first introducing the purpose of the Steering Committee using a [short video⁵¹](#), all participants worked in small groups to identify a particular process and then answer three questions:

- 1) Which general area is the comment or suggestion referring to?
- 2) What is the particular process, policy, or issue that is being described?
- 3) What sort of improvement is needed?

A total of 400 suggestions were collected and summarized in a [brief report about the Day of Learning⁵²](#). In addition, the raw data from the feedback session were provided to the Disciplined Excellence Steering Committee, who will use the information to plan their work for the next three years.

V. ASSESSMENT BASED ON STANDARDS CITED

Standard 4.A.2. *The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.*

In terms of student learning outcomes assessment, Shoreline has made considerable progress and followed the plan described in the Mid-Cycle Self-Study. There is still room for improvement, particularly in the domain of program-level assessment for professional-technical programs. Looking ahead, in collaboration with the newly appointed Director of Employer Engagement, programs will work towards developing curriculum maps, ensuring that the courses within each program adequately address the program learning outcomes. In addition, each program will engage in some kind of assessment of student work based on the program outcomes, as in the four examples presented above.

Faculty have a primary role in evaluating educational programs and services. The course-level projects are designed and implemented by faculty, with the office of Institutional Assessment and Data Management providing support as needed. Program-level assessment focuses strongly on conversations among faculty in understanding what constitutes evidence of program-level learning.

The Academic Planning process represented a significant step in evaluating all programs and services, as all instructional departments were reviewed as part of this process. In the future, the systematic review of data

from each department can and should be used more extensively for additional decisions beyond faculty tenure lines, including curriculum changes, enrollment management, and course scheduling. In addition, while the academic advising dashboards represent a preliminary step towards reviewing data in student success (i.e., student services) areas, evaluation of those areas is currently occurring on an ad hoc basis. The next two years will be important in curating existing evaluation efforts in those areas and moving towards more systematic and comprehensive assessment.

Recommendation #3

[From the 2012 Year Seven Comprehensive Evaluation] *The committee determined that many operational policies have not been approved by the Board of Trustees; some have not been reviewed or revised since originally written; and most have not been reviewed or revised in the past decade. The committee recommends that policies and procedures be created or revised and, where appropriate, reviewed and approved by the Board of Trustees, to be in line with current practices and to correspond with the College's core themes (Standard 2.A.13, 2.A.15, 2.A.16, 2.A.17, 2.A.18, and 2.D.3).*

Prior to the Mid-Cycle Self-Study, Shoreline's [College Council](#)⁵³ had engaged in a thorough review of all existing College policies and identified those that needed to be eliminated or revised. Starting in 2015-2016, the College took action in following through on those recommendations. In doing so, the Executive Team, in collaboration with the lead HR administrator, conducted fundamental, operational work to refine the College policy process.

First, categories of policies were identified and assigned for review by the appropriate governance councils within Shoreline's existing committee structure. Policies related to students and instruction were assigned to be reviewed by the [Faculty Senate Council](#)^{54*}; those related to finance to be assigned to the [Strategic Planning & Budget Council](#)⁵⁵; policies focusing on ecological sustainability were assigned to the Ecological Integrity Steering Committee; and remaining policies were assigned to the College Council. These councils and committees provide feedback about College policies that is ultimately considered by the Executive Team for recommendation to the Board of Trustees. In addition, the Board of Trustees actively manages and reviews for approval their own set of policies related to Board governance.

Second, the process for development and review of College policies was refined to establish roles for each group involved. For example, while all policy changes are reviewed and approved by Shoreline's Board of Trustees, changes to procedures are reviewed and approved by Shoreline's Executive Team. Appendix D provides an overview of this process as finalized in September of 2018.

Third, many of Shoreline's policies had been expressed in rules in the Washington Administrative Code* (WAC). Working with Shoreline's assigned Assistant Attorney General from the Education Division of the Washington State Attorney General's office, the College clarified that, for higher education, only policies that subject a person to a penalty or sanction; impact agency hearings procedures; or establish, alter, or revoke benefits or privileges conferred by law are required to be codified under WAC per RCW 34.05.010 (16). In addition, according to the same law, WAC rules do not include "rules of institutions of higher education involving standards of admission, academic advancement, academic credit, graduation and the granting of degrees, employment relationships, or fiscal processes." Hence, part of the process of revising current policies was ensuring the appropriateness of their inclusion in the Washington Administrative Code.

Fourth, some existing college policies duplicated information covered in the collective bargaining agreement between the College and the Shoreline Community College Federation of Teachers (Local No. 1950, AFT Washington/AFT/AFL-CIO). In these cases, the policies were proposed for elimination, following the same process as policy revisions.

Finally, Shoreline developed a more robust mechanism for [formatting and publishing](#)⁵⁶ college policies and associated procedures. It should be noted that all college policies, whether part of the WAC or not, are published on this web page.

I. SUMMARY OF WORK ACCOMPLISHED

Appendix E includes a comprehensive list of the policy work accomplished to date. In total:

- Three new policies and one new WAC rule were introduced and approved
- 29 policies and two WAC rules were eliminated, with five more policies to be eliminated pending approval of revised WAC rules
- 28 policies and three WAC rules were revised
- 38 additional policies or rules are currently being reviewed, and 21 are slated to be reviewed on a three-year cycle
- Four new policies need to be developed, with two currently under review and two that will be part of the review process in the coming academic year

Below are some of the most notable policy changes since fall 2015:

Student conduct: The College engaged in a thorough overhaul of the student conduct policy ([Policy #5030](#)⁵⁷ and [procedures](#)⁵⁸) to incorporate all different types of conduct violations, including those related to regulations stemming from Title IX of the Higher Education Act. This revised policy is part of the Washington Administrative Code ([Title 132G Chapter 121](#)⁵⁹), and all revisions went through a public hearing process.

Admissions: Previously, Shoreline's admissions policy had been part of the Washington Administrative Code (WAC 132G-160 Admissions and Registration Procedures) and had needed to be updated to align with current standards for enrollment, such as minimum age exceptions for Running Start students. Shoreline successfully eliminated this rule, and replaced it with a college policy ([Policy #5002](#)⁶⁰).

Prior Learning: Shoreline was one of the first colleges in the state to develop a comprehensive policy ([Policy #5164](#)⁶¹) and [procedures](#)⁶² related to awarding Academic Credit for Prior Learning based on new guidelines from the Washington state legislature. The new policy involved eliminating and combining four existing policies and procedures, the oldest of which had not been updated since 1969.

II. ASSESSMENT BASED ON STANDARDS CITED

Table 8. Summary of progress related to policies cited in the Recommendation #3

Standard	Status
2.A.13. Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.	Shoreline has a chapter of WAC rules (Title 132G Chapter 168 ⁶³) related to libraries. Most of these do not need to be rules, but can be converted into policies. In 2017-2018, a work group was formed including faculty librarians, representatives from the Faculty Senate Council, and the Associate Dean of the Library. Replacement policies have been drafted, but need to be revised and refined within the work group. Once Shoreline policies are in place, the rules can be eliminated.
2.A.15. Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily	The revision of the student conduct policy and rules (Policy #5030 , WAC Chapter 132G-121 ⁶⁴) and associated procedures ⁶⁵ included definition information about the implications of academic dishonesty, and procedures for conduct hearings (and appeals) about this type of conduct violation. Shoreline also recently revised the policy (Policy

Standard	Status
available, and administered in a fair and consistent manner.	#5035 ⁶⁶) and procedures⁶⁷ for grievances related to academic evaluation. Shoreline's policy on reasonable accommodation of students with disabilities (Policy #5114⁶⁸) is currently under review.
2.A.16. The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.	<p>Shoreline revised its policy and procedures around admissions (Policy #5002⁶⁹) including references to placement. The College has also revised processes related to placement⁷⁰ and methods for communicating about various placements options.</p> <p>The student conduct policy and procedures (cited above) provide detailed information about how students can be terminated from an educational program, including appeals and readmissions.</p> <p>A new policy and set of procedures about intervention with students based on academic performance, including the possibility of restricting registration for students based on academic performance, has been drafted and is still being refined within a work group from the Faculty Senate Council.</p> <p>The admissions and conduct policy are not only published on the policy and procedures web page, but also summarized in Shoreline's electronic catalog⁷¹.</p>
2.A.17. The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.	Shoreline has maintained the existing policy on the Board of Publications (Policy #5241⁷²), but revised the associate procedures⁷³ .
2.A.18. The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.	<p>The College has engaged in major revisions of policies related to human resources, as follows:</p> <ul style="list-style-type: none"> • Policy #4111⁷⁴: Equal Opportunity in Recruitment & Hiring (Procedures⁷⁵) • Policy #4113⁷⁶: Discrimination, Harassment & Title IX Compliance Policy (Procedures⁷⁷) <p>Since 2015, of the 26 policies related to personnel (those numbered in the 4000 series), seven were eliminated, 10 have been revised, six are in the process of being reviewed, and three are set to be reviewed within the next three years.</p>
2.D.3. Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.	<p>Previously, Shoreline's graduation policy was captured in a WAC rule, which referred to catalog language. A new graduation policy has been developed and is slated to go to the Board of Trustees for first reading on October 17, 2018.</p> <p>The catalog⁷⁸ has already been altered to align with this draft policy and associated procedures.</p>

Recommendation #6

[From the 2012 Year Seven Comprehensive Evaluation] *The committee recommends revision of indicators to ensure they are meaningful and are connected with aspirational thresholds. Institutional assessment via effective indicators can verify that objectives are met or not met, and such data can inform and improve upon institutional planning, initiatives, and operations that consistently occur in a framework that support core themes (Standards 3.A.1 and 4.A.1).*

In concert with Shoreline's substantive change in core themes (see Recommendation #2 above), the College has established new indicators to assess mission fulfillment. The indicators focus on access for students, student success, and student learning.

The guiding principles for developing these new indicators and measures were as follows:

First, the measures should represent ultimate (i.e., aspirational) goals for all of Shoreline's strategic and operational efforts; they are not immediate measures of the outcomes of these efforts. For example, several of the existing indicators addressed student satisfaction or student engagement, which are essentially means to the end of student success and learning. We assess student engagement with the logical assumption that if students are not engaged in the classroom, they will not learn and succeed.

Second, because student learning represents an ultimate goal for students, Shoreline's ongoing work related to learning outcomes assessment is included on the form of indicators for each of the core themes. Shoreline's approach to outcomes assessment focuses primarily on ensuring faculty engagement and completing the assessment cycle; hence, the form and content of assessment varies considerably project-to-project. Shoreline's core theme indicators related to student learning, particularly for Transfer Education and Professional-Technical Education, are more narrative than strictly quantitative.

Finally, wherever possible, measures of student success should be related to existing metrics that can be benchmarked to other excellent colleges. Shoreline benefits from being part of the Washington State Board for Community and Technical Colleges (SBCTC)*, which provides analysis related to state-wide definitions of student success. Most notably, in the past two years, SBCTC has developed interactive data visualization tools related to the Student Achievement Initiative* and Guided Pathways* that allow for ongoing, dynamic, and standardized assessments of key indicators such as completion and transfer rates.

I. SUMMARY OF WORK ACCOMPLISHED

Draft core theme indicators were introduced to the campus community at [the Campus Update meeting in December of 2017⁷⁹](#), at which time all employees were invited to provide feedback. Revised versions were presented at the [Campus Update in March of 2018⁸⁰](#).

Appendix F includes an abbreviated Indicator Report, presented to members of Shoreline's Executive Team in September of this year. This report is intended as a snapshot of all of the relevant measures, including baseline data from 2015-2016, current data from 2017-2018, and targets for 2020-2021.

The indicator report is organized around indicators and aligns with the assessment metrics presented in the A3X, the Lean Management tool described above in response to Recommendation #2. At the September 2018 Board of Trustees retreat, this tool was introduced with a focus on the assessment metrics (top left-hand corner). A sample of the measures was [presented to the Board⁸¹](#) at that time, representing the full set

of core theme measures. This tool will assist with ongoing assessment of mission fulfillment and will inform how to effect warranted change.

For example, as suggested in Appendix B, there is considerable room for improvement related to student completion and equity in completion. These aspects of mission fulfillment are most directly addressed by the following goals and strategies in the 2016-2021 strategic plan.

- ***Goal 1:*** We attract students and community learners and ensure successful attainment of their goals through our programs, services, and teaching and learning environments
 - ***Strategy B:*** Engage in comprehensive strategic enrollment management, encompassing the entire student experience, from the moment students aspire to attend college to the moment they attain their educational goals.
- ***Goal 2:*** We continually strive for disciplined excellence and focused improvement in all that we do
 - ***Strategy C:*** Invest in professional learning for faculty and staff to support continuous improvement and implementation of this strategic plan.

Based on the assessment of mission fulfillment, the steering committees responsible for these strategies should then focus efforts on how to increase completion rates. For example, this fall, the Student Learning Experience Coordinating (SLECC) committee (assigned to Goal 1, Strategy B), responding to recently declining completion rates, will be implementing a “milestone recognition” working group who will focus on communicating with students once they achieve a certain milestone, such as completing 45 college-level credits, and identifying how to support these students to follow through to completion.

ASSESSMENT BASED ON STANDARDS CITED

Standards cited for Recommendation #6 are the same as for Recommendation #1 – see previous section.

Appendix A: Shoreline Values and Behaviors

RESPECT

Mindset: I approach interactions with the mindset that **you are valuable and valued**.

- Am I communicating with others in the way they prefer, or the way I prefer?
- Am I responding to what others need, or what I think they need?
- Do I assume my point of view is correct or that there might be nuance or alternatives I had not considered?
- Do I trust that every individual has something to contribute, or do I make assumptions about what they do and do not know?

INCLUSION

Mindset: My behaviors reflect a belief that **having a distinctive or different perspective creates a richer learning and working environment**.

- Am I ready and willing to learn more and ask questions before making assumptions?
- Do I consider the diversity of a potential audience when I communicate, or do I assume the audience is like me?
- Am I considering others' perspectives as a basis for listening, or am I listening solely based on my own perspective?

STUDENT ENGAGEMENT

Mindset: I work to **engage students in their learning both inside and outside the classroom**, by speaking and acting in a manner that supports their growth and empowers them to make decisions that further their educational goals.

- Am I aware of and thoughtful about my relationship to students, including the existence of power dynamics and how they can impact my interactions?
- Do I know and use students' names, do they know mine, and do students know each others' names?
- Am I communicating with students in a way that supports their growth, or am I just providing information?
- Do I understand the resources available to students so I can help them engage to achieve?

Appendix B: A3X Alignment Tool

Level 1 - Strategic Goal Matrix

Owner(s): Cheryl Roberts and the Executive Team
Sponsor: Board of Trustees

Vision - We are recognized for inclusive excellence in teaching and learning, student success and community engagement.																	
Mission - We serve the educational, workforce, and cultural needs of our diverse students and communities.																	
ASSESSMENT					ASSESSMENT					Assessment Key							
CORRELATION					KEY INITIATIVES					CORRELATION / CONTRIBUTION		SPONSOR					
Goal 1 Student Success										✓	✓						
A. Learning Outcomes Assessment										◊	●						
B. Strategic Enrollment Management										●	◊	◊					
C. Physical Spaces and Technology										○	◊	○					
D. Intellectual and Cultural Vitality										○	◊	◊					
E. College Identity										○	●	●					
Goal 2 Intentional Excellence										✓							
A. Program Review										○	◊	○					
B. Streamline Processes										◊	●	●					
C. Professional Learning										○	●	◊					
D. High Impact Teaching & Learning										●	●	○					
E. Internal and External Communications										○	◊	●					
F. Innovation										◊	●	○					
Goal 3 Sustainability - The Three (3) E's										✓							
A. Social Equity: Mindful Discovery										○	●	●					
B. Ecological Integrity Framework										◊	○	●					
C. Social Equity: Multicultural Competencies										●	●	●					
D. Economic Viability: Resource Management										◊	●	●					
5-Year Goals Improvement Initiatives																	
Core Theme Indicators					Strategic Indicators												
Core Themes																	
Access for learners					Student engagement & satisfaction												
Equity in access					Inclusive Excellence: Employee Learning												
Student learning					Employee engagement & satisfaction												
Student progress					Community engagement												
Equity in student progress					Process improvement												
Completion					Resource utilization, including ecological integrity operations												
Equity in student success					General Fund Financial Resources/Health												
Contribution to workforce					President												
1. Adult Education										Correlation Key							
2. University Transfer																	
3. Professional Technical																	
4. Community Education																	
CORRELATION										CORRELATION / CONTRIBUTION							
Values - Inclusion, Respect & Student Engagement																	

Appendix C: Course Learning Outcomes Assessment Projects 2015-2018

2015-2016

Adult Basic Education 042

(L. Henthorn, K. Marra, S. Sleight)

The first phase of this assessment project involved gathering student work at key assignment and assessment points in language arts courses. The [first analysis⁸²](#) revealed difficulties in assessment due to inconsistent attendance patterns. The project then expanded to the new format of ABE 023/033 (MATH) which employs rolling enrollment and outcome-based assessment. The team worked with IADM staff to develop assessment and tracking techniques to ensure students are meeting outcomes and assessing success based on students' individual goals.

Biology 211

(L. Gines, W. Legters, M. Loper, B. Saunders)

This course is a key pre-requisite to many other courses in biology, most notably the Anatomy and Physiology sequence. Pre- and post- assessments (multiple choice questions) were administered within BIOL& 211 as well as in classes that follow BIOL& 211. [Results⁸³](#) indicated a need to more robustly address the concept of membrane transport, and materials were developed to support faculty in addressing this concept in new ways.

Business Technology 101-103

(G. Dalton, R. Spizman, L. Bothell)

The [preliminary evaluation⁸⁴](#) of pre- and post- keyboarding scores in the three-sequence keyboarding classes revealed small differences between 101 and 102 and virtually no differences between students in 102 and 103. The department took these findings as evidence that the entire program needed to be reconsidered, leading to a program review, and work related to program-level outcomes development and assessment. BUSTC 103 was eliminated as a course.

English for Academic Purposes 099

(V. Barnes, G. Beckley, L. Clemens-Mitchell, M. Connolly, L. Fujita, T. Genest, J. Gibson, K. Huehnerhoff, L. Meenk, R. Plozza, D. Smuidrens, L. Wilson, A. Winters, B. Steward)

The key question here was the extent to which students meet the key outcomes of the course related to written communication. In this project, pre- and post-samples of student work (2 – 3 paragraph writing samples) were evaluated blindly (i.e., faculty did not know if the sample was a pre- or a post-). The coding sessions also served as “norming” sessions, with groups of three faculty coming to consensus related to non-passing and passing scores. In spring of 2016, the project faculty [presented about the process⁸⁵](#) at the Teaching and Learning Conference and in fall 2016, the ESL department had a follow-up conversation about the results.

Math &141, Math 098, and Math 099

(S. Bogart, S. Calaway, S. Leyden, L. Sandven)

This project began as a [pre- post- assessment⁸⁶](#) of four key math concepts in MATH& 141, which revealed that (a) students do gain knowledge in those domains; (b) those students coming from our math sequence do as well as those coming straight from high school; and (c) performance on the post-assessment was strongly correlated with final grade. The

project then expanded to look at [pass rates and progression⁸⁷](#) in the developmental math sequence, showing that although students who succeed in the pathway also succeed in MATH&141, pass rates in the pre-college courses are relatively low.

Psychology 100

(D. Christensen, L. Ecke, D. Knauf, A. Richards, M. Worley)

Students in psychology 100 took an online pre- and post-assessment, developed and validated by other researchers, that focused on a suite of key concepts. [Results⁸⁸](#) indicated that although students make gains, there is room for improvement in students' knowledge and understanding overall and in several key concepts in particular. The department continues to administer the assessment quarterly to evaluate impacts of curriculum and/or pedagogical changes.

2016-2017

Business Writing 115, 215

(G. Dalton)

This study sought to examine the pre- and post-assessments in two courses. The instrument for one course (115) revealed marked improvement among most students, however the instrument for the other course (215) was not as effective in revealing student learning. The (ungraded) post-assessment results for both courses were also compared to final exams. There is strong alignment and agreement in the two tools for the first course (115), while in the second course the exam was determined to be the more informative tool. This [course-level study⁸⁹](#) provided valuable insight for faculty going forward with future iterations of these courses.

English 099, English 101

(L. Summers, R. Kunert-Graf, J. Hess, E. Leung, N. Bicknell, B. Moreland, R. Bailey, A. Forster, K. Johansen, K. Johnson)

This project sought to involve a large number of English faculty in norming student writing and discussing course outcomes for 099 and 101, to develop common agreement as to what quality of work is sufficient to move from 099 to 101. As a result, faculty across the department developed a shared vocabulary, schema, and metrics and [presented the results⁹⁰](#) of the process at the spring 2017 Shoreline Teaching and Learning Conference.

Math 098

(L. Sandven, N. Savage, T. Pelletier, S. Bogart, N. Goodisman, C. Hardy, J. Lovejoy)

Math faculty worked to revise the course outcomes, and align assessments (problem prompts) to the appropriate outcomes. They developed an annotated collection of [sample final exam⁹¹](#) problems that can be shared and used by any faculty teaching the course.

2017-2018

Chemistry 121

(K. Petesch)

The faculty on this project sought a close examination of how well students understand significant figures, both at the beginning of the quarter when the concept is introduced and assessed directly, as well as later in the quarter when students demonstrate their knowledge of significant figures when other concepts are assessed. The results from three faculty indicated that for one instructor (who happened to be the project lead), [results⁹²](#) from the pre- to post-assessments did not increase, which led to a change in that instructor's syllabus and emphasis on significant figures throughout the quarter.

Communication Studies 203

(E. Esquibel, M. Harvey, B. Zimmers)

This project focused on a single course outcome. The faculty crafted a [shared rubric⁹³](#) for assessing this outcome and took part in a brief norming session in spring of 2018, and will continue with rating student work in fall of 2018.

English 099, English 101

(B. Moreland, B. Carlton)

Similar to the 2016-17 project, this project aimed to develop a shared understanding of what success in these two courses looks like (including “readiness” for 101), and to engage in norming of student work across instructors, time (e.g. mid-quarter vs later in the quarter), style, and writing stage (e.g. draft vs final). [Throughout the norming work⁹⁴](#), there was repeated focus on the stated course outcomes.

Math 098, 099

(C. Hardy, F. Kuczmarkska, S. Calaway)

For this project the math faculty [sought input⁹⁵](#) from colleagues in their own and other disciplines (including, for example: Computer Science, Business Technology, Economics, Engineering, Chemistry) as to what outcomes from Math 098 and 099 are essential for students to be successful in their classes. They [analyzed the results⁹⁶](#) to learn whether some content from Math 099 and Math 099 might be eliminated or moved to support student learning. This project will continue in fall 2018 with examination of student work.

Clean Energy Technology 200

(K. Gowri)

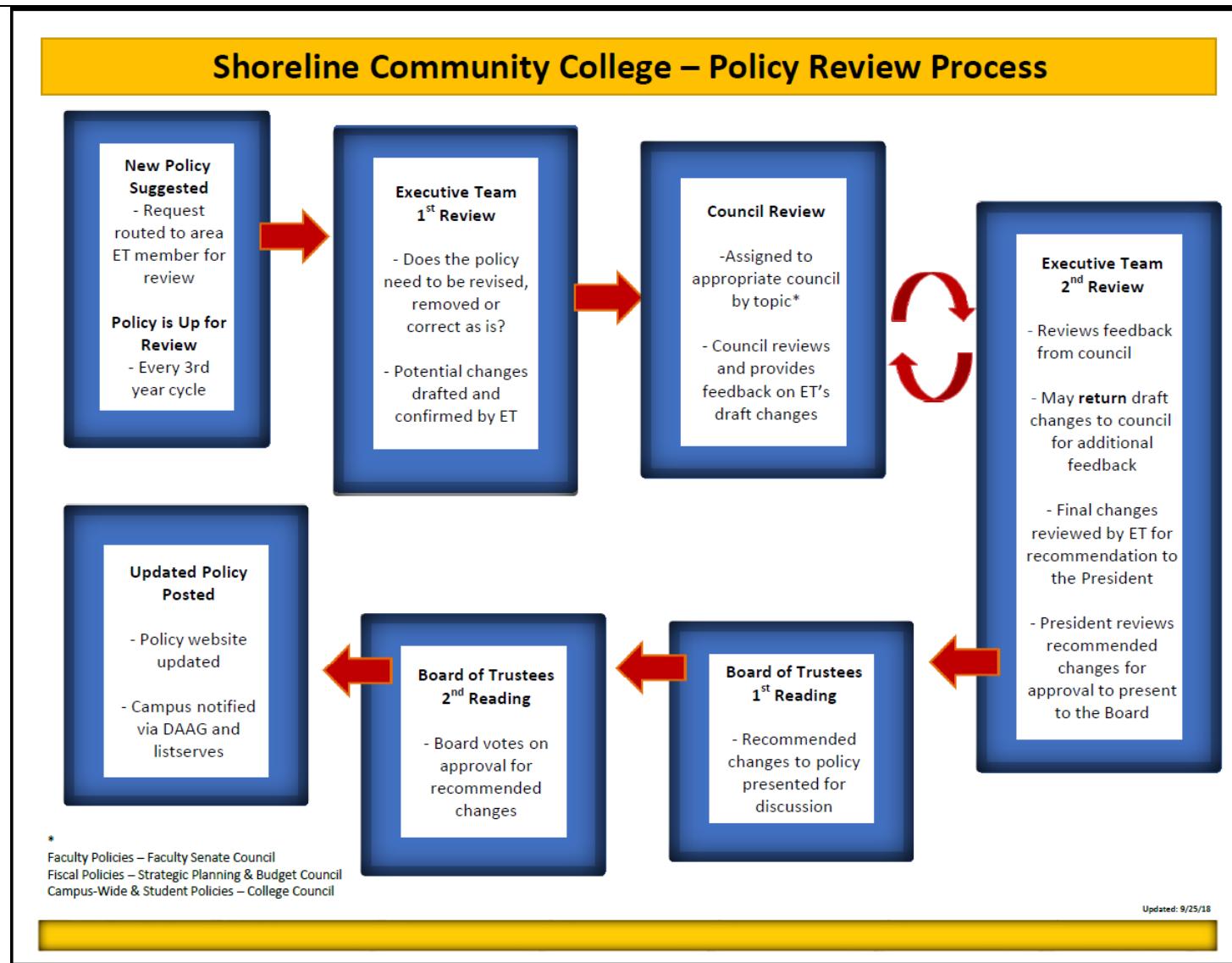
This class is part of a National Science Foundation Advanced Technological Education (ATE) grant Shoreline received in fall of 2017. The program evaluator for the project worked collaboratively with the faculty and with the Executive Director of Institutional Assessment and Data Management (IADM) to review students' capstone portfolio project specifically focused on one course learning outcome about how to benchmark buildings for energy efficiency. Using a simple rubric, the faculty member [evaluated nine student portfolios⁹⁷](#). Students all met expectations on this outcome, although two struggled somewhat. The faculty learned during the course of the class to introduce fewer software tools and focus on students gaining mastery with one or two.

Psychology 100

(D. Christensen, D. Knauf)

The first phase of this project was revisiting existing assessment data. The next phase will commence in fall of 2018 to explore a new potential instrument and implications for curriculum redesign for this course.

Appendix D: Policy Review Process



Appendix E: Policy Review Status

Below is a comprehensive account of the policy work completed since fall of 2015.

Policy #	Type	Status	Policy Title
5240	Policy	Eliminate, pending WAC	Presentation of Media, Distribution of Materials and Posting of Signs
5255	Policy	Eliminate, pending WAC	Off-Campus Student-Invited Speakers
5265	Policy	Eliminate, pending WAC	Student Distribution of Materials
5326	Policy	Eliminate, pending WAC	Drugs
5352	Policy	Eliminate, pending WAC	Employer Recruiting on Campus
2001	Policy	Eliminated	Delegation of Responsibility
2411	Policy	Eliminated	Disruptive Demonstrations
3799	Policy	Eliminated	Use of Motor Vehicles
3805	Policy	Eliminated	Alcohol Consumption & Possession
3810	Policy	Eliminated	Use of Vending Machines Proceeds on College Owned Facilities
4001	Policy	Eliminated	Election of Bargaining Representative
4112	Policy	Eliminated	Affirmative Action Program for Vietnam Era and Disabled Veterans
4130	Policy	Eliminated	Personnel Selection Practices, Standards and Qualifications
4160	Policy	Eliminated	Personnel Records & Folders
4722	Policy	Eliminated	Advancement in Rank
4724	Policy	Eliminated	Return to Work Program for Workers' Compensation Claimants
5010	Policy	Eliminated	College Mascot
5015	Policy	Eliminated	Admissions - Foreign Students
5017	Policy	Eliminated	Continuing Student Status - Registration
5033	Policy	Eliminated	Dishonesty in Academics
5160	Policy	Eliminated	Advanced Placement
5161	Policy	Eliminated	Credit by Examination
5163	Policy	Eliminated	International Baccalaureate (IB)
5215	Policy	Eliminated	Appearance and Dress
5221	Policy	Eliminated	Paid Student Positions and Temporary Hourly Positions Funded by the Student Services & Activities Budget
5325	Policy	Eliminated	Students, Alcoholic Beverages
5327	Policy	Eliminated	Smoking (Smoking & Vaporizing moved to 1006)
5330	Policy	Eliminated	Safety and Security
6020	Policy	Eliminated	College Teaching Day
6030	Policy	Eliminated	Suspended Operations (moved to 4010)

Policy #	Type	Status	Policy Title
6061	Policy	Eliminated	Cancellation of Classes
6291	Policy	Eliminated	Eye Protection
6400	Policy	Eliminated	Summer School
7521Prior	Policy	Eliminated	Reimbursement for Expenses
4113	WAC	Eliminated	WAC 132G-300 Grievance Procedure, Title IX
5002	WAC	Eliminated	WAC 132G-160 Admissions and Registration Procedures
5004	Policy	Introduced, in process	Graduation Requirements
5032	Policy	Introduced, in process	Academic Standards
4128	Policy	Needs to be introduced	Infants at Work
5005	Policy	Needs to be introduced	Student Preferred Name & Gender
3500	Policy	Needs to be reviewed	Investment of Funds
3601	Policy	Needs to be reviewed	College Fees
4125	Policy	Needs to be reviewed	Standards of Ethical Conduct
4150	Policy	Needs to be reviewed	Retirement Annuity Purchase Plan Eligibility
5001	Policy	Needs to be reviewed	Student Government
5090	Policy	Needs to be reviewed	Student Housing
5114	Policy	Needs to be reviewed	Reasonable Accommodation of Students with Disabilities
5200	Policy	Needs to be reviewed	Procedures for Administration of Student Activities at Shoreline Community College
5222	Policy	Needs to be reviewed	Student Club Advisors
5226	Policy	Needs to be reviewed	Fund Generating Events and Activities
5353	Policy	Needs to be reviewed	General Tuition and Fee Waivers
6000	Policy	Needs to be reviewed	College Calendar (WAC 132G-132)
7524	Policy	Needs to be reviewed	Board Reserve
5002	Policy	New	Admissions
5164	Policy	New	Assessment & Awarding of Credit for Prior Learning Assessment
5030	WAC	New	WAC 132G-121 Student Conduct
3811	Policy	New	Accessible Information Technology
2062	Policy	Reviewed, in process	Division Chairperson Appointment
2072	Policy	Reviewed, in process	Assistant Division Chairperson - Appointment
2301	Policy	Reviewed, in process	College Governance
3802	Policy	Reviewed, in process	Naming of Campus Facilities
3803	Policy	Reviewed, in process	Sales of Goods, Services, and Rental of Facilities
3804	Policy	Reviewed, in process	Meals and/or Light Refreshments
4114	Policy	Reviewed, in process	Reasonable Accommodation of Applicants for Employment and Employees with Disabilities

Policy #	Type	Status	Policy Title
4124	Policy	Reviewed, in process	Security Policy for Information Technology Resources
4126	Policy	Reviewed, in process	Faculty and Staff Acceptable Use Policy for Information Technology Resources
4127	Policy	Reviewed, in process	Unattended Children on Campus
4510	Policy	Reviewed, in process	Policy for Absentee Instructors
4721	Policy	Reviewed, in process	Tenure
5031	Policy	Reviewed, in process	Loss of Eligibility--Student Athletic Participation
5165	Policy	Reviewed, in process	Faculty Advisement
5225	Policy	Reviewed, in process	Collections
5271	Policy	Reviewed, in process	Intellectual Freedom
5280	Policy	Reviewed, in process	Intercollegiate Athletics and Performing Arts -- Financial Aid
5328	Policy	Reviewed, in process	Substance Abuse and Sexually-Transmitted Diseases
5340	Policy	Reviewed, in process	Student Accident Insurance
6060	Policy	Reviewed, in process	Class Schedule Policy
6100	Policy	Reviewed, in process	Required Syllabi for Credit Courses
6200	Policy	Reviewed, in process	Class Size
6250	Policy	Reviewed, in process	New Courses
6251	Policy	Reviewed, in process	New Programs
6252	Policy	Reviewed, in process	New Degrees
6255	Policy	Reviewed, in process	New Courses, Degrees & Programs
6260	Policy	Reviewed, in process	Grades
1004	WAC	Reviewed, in process	WAC 132G-136 Use of Facilities
1005	WAC	Reviewed, in process	WAC 132G-142 NEW Use of Facilities for Expressive Activities
1007	WAC	Reviewed, in process	State Environmental Policy Act (SEPA) Rules (WAC 132G-325)
1009	WAC	Reviewed, in process	Use of Library (WAC 132G-168)
1010	WAC	Reviewed, in process	College Organization (WAC 132G-133)
1012	WAC	Reviewed, in process	Health & Safety (WAC 132G-152)
3813	WAC	Reviewed, in process	WAC 132G-116 Parking & Traffic
5040	WAC	Reviewed, in process	Student Records (WAC 132G-140 College Records)
N/A	WAC	Reviewed, in process	WAC 132G-156 Housing
TBD	WAC	Reviewed, in process	WAC 132G-124 General Conduct (Alcohol, Drugs, Smoking, etc)
TBD	WAC	Reviewed, in process	WAC 132G-108 Procedural Rules for Adjudicative Procedures
1006	Policy	Revised	Smoking & Vaporizing (prev 5327)
3801	Policy	Revised	Preservation of Campus Land Area

Policy #	Type	Status	Policy Title
4010	Policy	Revised	Suspended Operations
4111	Policy	Revised	Equal Opportunity in Recruitment & Hiring
4120	Policy	Revised	Drug & Alcohol Free Campus
4123	Policy	Revised	Employee Email Communications
4170	Policy	Revised	Relocation Compensation
4600	Policy	Revised	Teleworking
4726	Policy	Revised	Retirement Medical Expense Plan (VEBA)
4727	Policy	Revised	Shared Leave
4728	Policy	Revised	Annual (Vacation) Leave Policy for Administrative/Exempt Employees
4729	Policy	Revised	Employee Holidays for Reasons of Faith or Conscience
5020	Policy	Revised	Attendance Requirements
5035	Policy	Revised	Student Grievance Procedure - Academic Evaluation
5050	Policy	Revised	Student Email Communication
5241	Policy	Revised	Board of Publications
5329	Policy	Revised	Use of Human Subjects
7510	Policy	Revised	Office of the Board of Trustees
7513	Policy	Revised	Executive Sessions
7514	Policy	Revised	Agenda Items
7515	Policy	Revised	Record of Board Action
7516	Policy	Revised	Parliamentary Procedure
7517	Policy	Revised	Release of Information to the News Media
7518	Policy	Revised	Officers of the Board
7519	Policy	Revised	Restrictions of Individual Authority
7520	Policy	Revised	Fiscal Year of the Board of Trustees
7521	Policy	Revised	Seal and Name of the College District
7522	Policy	Revised	Amendments of Bylaws of the Board of Trustees
3812	WAC	Revised	Public Records (WAC 132G-276)
7511	WAC	Revised	WAC 132G-104-010 Meetings of the Board of Trustees
7512	WAC	Revised	WAC 132G-104-020 Request for Items to be Placed on the Agenda
1001	Policy	Revised Recently	Weapons
1002	Policy	Revised Recently	Community Standard
1003	Policy	Revised Recently	Communicable Diseases
3800	Policy	Revised Recently	Sustainability & Equity
4113	Policy	Revised Recently	Discrimination, Harassment and Title IX Compliance
5120	Policy	Revised Recently	Final Examinations

Appendix F: Core Theme Indicator Preliminary Report

The following report provides preliminary analysis of Shoreline Community College's revised core theme indicators. As noted, some definitions are still under discussion, and another round of revisions may lead to slight adjustment of these measures. The indicators will be finalized and reported to the Board of Trustees during its regularly scheduled meeting in February of 2019.

DEFINITIONS

Term	Notes		
<i>Enrolled in transfer programs</i>	Students who indicate, at registration, that their purpose for attending is "Transferring to a four-year University" OR have no purpose listed and have an "Intent" listed as transfer. This definition may need to be refined based on course-taking.		
<i>Enrolled in professional-technical programs</i>	Students who indicate, at registration, that their purpose for attending is either "taking courses related to current or future work" or "explore career direction" or have no purpose listed and have "Intent" as professional-technical. Enrollment in a competitive program is defined as taking the first course in the curriculum sequence of the program.		
<i>Enrolled in basic skills courses</i>	Students who indicate, at registration, that their purpose for attending is to obtain a high school diploma or GED certificate OR who are enrolled in a basic skills course (CIP code starts with 32) and NOT in an academic or prof-tech course.		
<i>Community-based offerings</i>	<p>Classes or events that may or may not be credit-bearing that serve an educational or cultural need for a Shoreline community. To be included, sign-in sheets need to be used and all audience members need to be offered a survey to be returned at exit, including three questions that are common to all the surveys. Community education is a subset of Community Engagement, which is a broader term and not necessarily part of assessing our core theme, but part of our strategic plan and vision. (revised 2/20/18)</p> <table><tbody><tr><td style="vertical-align: top;"><u>Community Education</u> Parent Education courses Continuing education classes<ul style="list-style-type: none">- Skill-builders- Hobby classesSenior waiver students Community music ensembles Global Affairs Center events Seattle International Film Festival Performances that include educational component (lecture, meet-the-artist) Solar Fest Music department events Camps</td><td style="vertical-align: top;"><u>Community Events</u> Party like its 1965, 1975 & 1985 Rotary club meetings Event rentals Athletic Events Performances without additional lecture</td></tr></tbody></table>	<u>Community Education</u> Parent Education courses Continuing education classes <ul style="list-style-type: none">- Skill-builders- Hobby classes Senior waiver students Community music ensembles Global Affairs Center events Seattle International Film Festival Performances that include educational component (lecture, meet-the-artist) Solar Fest Music department events Camps	<u>Community Events</u> Party like its 1965, 1975 & 1985 Rotary club meetings Event rentals Athletic Events Performances without additional lecture
<u>Community Education</u> Parent Education courses Continuing education classes <ul style="list-style-type: none">- Skill-builders- Hobby classes Senior waiver students Community music ensembles Global Affairs Center events Seattle International Film Festival Performances that include educational component (lecture, meet-the-artist) Solar Fest Music department events Camps	<u>Community Events</u> Party like its 1965, 1975 & 1985 Rotary club meetings Event rentals Athletic Events Performances without additional lecture		

Term	Notes
Historically under-represented and underserved groups	<ul style="list-style-type: none"> Gender in non-traditional professional-technical programs (access indicators only) Socio-economic status, defined by Pell eligibility (access indicators only) First generation status (access indicators only) Race-ethnicity: Based on students' self-identification in response to any race or ethnicity questions, historically under-represented minority groups include Native American, Alaska Native, Hispanic/Latino/a, Black/African-American, Pacific Islander
Shoreline educational experience	In the context of learning outcomes assessment, this term refers to the learning opportunities students have had related to the general education outcomes; for example, is students' ability to write effectively (as demonstrated in an assessment tool) correlated with the number of writing-intensive classes they have taken.
Gender non-traditional programs	<p>Programs that train students for fields that are historically dominated (75% or more) by one gender. For Shoreline, these programs include:</p> <ul style="list-style-type: none"> Automotive - Women Nursing - Men Nursing Assistant Certified - Men Manufacturing- Women Clean Energy Technology- Women Music Technology-Women Digital Film Production-Women Health Informatics and Information Management-Men Dental Hygiene-Men Education-Men
Competitive programs	Shoreline programs that require, at least, completion of a set of prerequisites with a minimum GPA to be admitted to the program. These programs include Biotechnology, Dental Hygiene, Health Informatics and Information Management, Medical Laboratory Technology, and Nursing

INDICATOR: ACCESS FOR LEARNERS

Core Theme	Measures	Baseline (2015-2016)	Current (2017-2018)	Target (2021-2022)	Definitional Notes
Combined	Total annual full-time equivalent	5467	5606	5812	Source: Shoreline enrollment data Due to definition of cohorts, total FTE does not represent a sum of the total FTE from each core theme Numbers reported BEFORE conversion of spring quarter international contract to state FTEs in spring 2018 In 2015-2016 International was not contract.
	State-Supported	3735	3972	4172	
	International Contract	1173	1019	1025	
	Other	559	615	615	
Transfer	Total annual full-time equivalent from students <u>enrolled in transfer programs</u>	2530	2761	2854	Based on student intent; cohort definition still under discussion; includes all types of FTE
Professional-Technical	Total annual full-time equivalent from students <u>enrolled in professional-technical programs</u>	1839	2137	2230	Based on student intent; cohort definition still under discussion; includes all types of FTE

Core Theme	Measures	Baseline (2015-2016)	Current (2017-2018)	Target (2021-2022)	Definitional Notes
Professional-Technical	% of Shoreline students, self-identified as applicants for competitive programs, who are accepted or persist at Shoreline in other programs.	60% (52% - 84%)	60% (47 – 84%)	65%	Status is assessed 6 quarters after first quarter with intended program. Ranges represent differences across programs. Target would mean an increase of 20 students
Basic Education for Adults	Total annual full-time equivalent from basic skills courses	476	431	452	Based on student intent; cohort definition still under discussion; includes all types of FTE Includes students taking ESL courses
Community Education	Number of participants in community education classes	582	622	702	Source: Shoreline enrollment data Headcount, not FTE (some not credit-bearing) Does NOT include Parent Education (in professional-technical), considering cohort definition
	Number of participants in community education events	**	**	**	Tracking data being collated, additional information collected starting fall 2018

INDICATOR: EQUITY IN ACCESS

Core Theme	Measures	Baseline (2015-2016)	Current (2017-2018)	Target (2021-2022)	Definitional Notes
Transfer	% of students from <u>historically under-represented and under-served groups</u> enrolled in transfer programs	35%	36%	40%	Based on headcount, not FTE Total % is any one of the factors for ALL students
	Historically Under-represented: Race/Ethnicity	19%	21%	21%	Target based on census data from King County
	Historically Under-represented: Pell Eligibility	26%	27%	30%	Due to availability of data, International and Running Start students are not included in this analysis. 61 – 62% of students have no data (did not complete FAFSA). Definition under review.
	Historically Under-represented: First Generation	15%	15%	18%	
Professional-Technical	% of students from <u>historically under-represented and under-served groups</u> enrolled in professional-technical programs	38%	35%	40%	Total % is any one of the factors for ALL students
	Historically Under-represented: Race/Ethnicity	19%	20%	21%	

Core Theme	Measures	Baseline (2015-2016)	Current (2017-2018)	Target (2021-2022)	Definitional Notes
Professional-Technical	Historically Under-represented: Pell Eligibility	22%	22%	25%	Due to availability of data, Running Start and International students are not included in this analysis. 65% of students have no data (did not complete FAFSA). Definition under review
	Historically Under-represented: First Generation	14%	14%	17%	
	% of gender non-traditional students in historically imbalanced programs	19%	19%	21%	SBCTC Perkins Outcomes dashboard Target based on best-performing schools with similar programs
Basic Education for Adults	% of students from <u>historically under-represented and under-served groups</u> enrolled in basic skills	38%	39%	39%	

INDICATOR: STUDENT LEARNING

Core Theme	Measures	Baseline (2015-2016)	Current (2017-2018)	Target (2021-2022)
Transfer	Correlation between the <u>Shoreline educational experience</u> and performance on assessment of general education learning outcomes	Preliminary study of Global Awareness Outcome begun	<p>Two campus-wide studies of general education outcomes completed.</p> <ul style="list-style-type: none"> Global Awareness: Significant correlation ($r = 0.21, p < .01$) found between number of courses taken with global awareness content and performance on standardized assessment, controlling for age and total credits taken. Communication: Significant correlation ($r = .372, p < .001$) found between the writing intensity of courses students had taken and their performance on writing assignments. <p>Additional study on Multicultural Understanding outcome underway.</p>	<p>Studies of the relationship between student experience and performance conducted for each general education outcome</p> <p>General education outcomes revised based on assessment data</p>
Professional-Technical	Proportion of students meeting program-level outcomes as demonstrated in capstone, portfolio, or other key assignments	No program reviews conducted	<p>Nine program reviews completed, with planned follow-up studies of program-level learning outcomes</p> <p>Portfolio assessments of three programs led to changes in program content, curriculum, or delivery:</p> <ul style="list-style-type: none"> In Business Technology, capstone courses and writing courses revised to focus on proof-reading and writing mechanics Music Technology identified ways to communicate program-level outcomes as connected to career outcomes Visual Communications Technology reviewed capstone assignments to ensure consistent assessment of general design principles across instructors, courses, and assignments 	<p>All programs engage in a program-level outcome assessment</p> <p>All programs develop curriculum maps and evaluate program feasibility</p>

Core Theme	Measures	Baseline (2015-2016)	Current (2017-2018)	Target (2021-2022)
Professional-Technical	Percent of students who succeed in industry-recognized exams (as applicable), range across programs shown un parentheses	89% (2014-15) (89 – 91%)	90% (2016-17), range (86 – 91%) Program include Nursing, Nursing Assistant Certified, Dental Hygiene, Automotive, Medical Laboratory Technology, and Health Informatics and Information Management	All programs above 90%
Basic Education for Adults	% of students who made any with federal level gains, based on CASAS testing, within two years	54%	63%	Source: SBCTC Basic Skills SAI dashboard. Data need to be updated for 2017-2018. Baseline here is 2014-2015; Current is 2016-2017 (from 2015-16 cohort)
Community Education	Proportion of students who self-report attainment of learning outcomes		To date, data have been collected sporadically. Systematic collection to begin fall 2018.	

INDICATOR: STUDENT PROGRESS

Core Theme	Measures	Baseline (2015-16)	Current (2017-18)	Target (2021-22)	Definitional Notes
Transfer	% of transfer students who complete quantitative and symbolic reasoning requirement within one year	26%	31%	40%	Source: SBCTC SAI 3.0 Dashboard May need to re-evaluate to include students excluded from this dashboard (i.e., International Students) Data need to be updated Baseline is 2014-2015, Current is 2016-17 Targets based on best performing colleges in the state
	% of transfer students who complete 15 college-level credits within one year	60%	55%	69%	
	% of transfer students who persist across academic years (i.e., SAI retention point)	50%	53%	60%	
Basic Education for Adults	% of basic skills students completing high school/GED	5%	4%	10%	Source: SBCTC Basic Skills SAI dashboard. Data need to be updated for 2017-2018. Baseline here is 2014-2015; Current is 2016-2017 (from 2015-16 cohort) Need to check high school completion coding & data

INDICATOR: EQUITY IN STUDENT PROGRESS

Core Theme	Measures	Baseline (2015-16)	Current (2017-18)	Target (2021-22)	Definitional Notes
Transfer	% of transfer students from historically <u>under-represented and under-served groups</u> who complete quantitative and symbolic reasoning requirement within one year	19%	26%	40%	Source: SBCTC SAI 3.0 Dashboard May need to re-evaluate to include students excluded from this dashboard (i.e., International Students) Data need to be updated Baseline is 2014-2015, Current is 2016-17 Targets based on best performing colleges in the state
	% of transfer students from historically <u>under-represented and under-served groups</u> who complete 15 college-level credits within one year	55%	54%	69%	
	% of transfer students from historically <u>under-represented and under-served groups</u> who persist across academic years (i.e., SAI retention point)	44%	49%	60%	
Basic Education for Adults	% of under-represented basic skills students completing high school/GED	5%	2%	10%	Source: SBCTC Basic Skills SAI dashboard. Definition for under-represented is based on race/ethnicity, with students reporting Native American, Pacific Islander, Hispanic, or African-American, or two or more races. Need to check high school completion coding & data

INDICATOR: COMPLETION/TRANSITION

Core Theme	Measures	Baseline (2015-16)	Current (2017-18)	Target (2021-22)	Definitional Notes
Transfer	% of first-time cohort who complete an associate degree within three years (150% time)	17%	19%	33%	Source: SBCTC SAI 3.0 Dashboard May need to re-evaluate to include students excluded from this dashboard (i.e., International Students) Data need to be updated Baseline is 2014-2015, Current is 2016-17 Targets based on best performing colleges in the state.
	% of first-time students who transfer within <u>four</u> years	27%	29%	39%	
Professional-Technical	% of students who complete a certificate or degree within three years	33%	37%	42%	
Basic Education for Adults	% who complete six college-level credits	41%	33%	45%	Source: SBCTC Basic Skills SAI dashboard. Data need to be updated for 2017-2018. Baseline here is 2014-2015; Current is 2016-2017 (from 2015-16 cohort), Target based on highest rate in the state.
	% who complete college-level English & math	8% English 7% Math	9% English 3% Math	10% English 10% Math	

INDICATOR: EQUITY IN COMPLETION/TRANSITION

Core Theme	Measures	Baseline (2015-16)	Current (2017-18)	Target (2021-22)	Definitional Notes
Transfer	% of students from <u>historically under-represented and under-served groups</u> who complete an associate's degree within three years (150% time)	13%	16%	31%	<p>Source: SBCTC SAI 3.0 Dashboard May need to re-evaluate to include students excluded from this dashboard (i.e., International Students) Data need to be updated Baseline is 2014-2015, Current is 2016-17 Definition for under-represented is based on race/ethnicity, with students reporting Native American, Pacific Islander, Hispanic, or African-American, or two or more races.</p>
	% of students from <u>historically under-represented and under-served groups</u> who transfer within four years.	23%	21%	35%	
Professional-Technical	% of students from <u>historically under-represented and under-served groups</u> who complete a certificate or degree within 4 years	26%	33%	40%	Targets based cutting equity gap in half and meeting top performing colleges
Basic Education for Adults	% of students from historically under-represented groups who complete six college-level credits	23%	22%	40%	<p>Source: SBCTC Basic Skills SAI dashboard. Data need to be updated for 2017-2018. Baseline here is 2014-2015; Current is 2016-2017 (from 2015-16 cohort), Target based on highest rate in the state.</p>
	% of students from historically under-represented groups who complete college-level English & math	5% English 4% Math	5% English 4% Math	8% English 8% Math	

INDICATOR: CONTRIBUTION TO WORKFORCE

		Baseline (2015-16)	Current (2017-18)		
Professional-Technical	% of students employed one year post-completion (or enrolled in higher education)	78%	80%	84%	Shoreline is higher than the rest of the colleges as a whole; data are one year behind, baseline is from those departing 2013-2014, outcome at 2014-15; Current is those who departed 2015-2016, employed in 2016-2017
	Difference in median hourly wage between those who complete a certificate or degree and those who do not.	+ \$3.89 (\$19.80 vs. \$15.91)	+\$6.08 (\$22.29 vs. \$16.21)	Maintain \$6.00 difference	Altered from most recent draft of Indicators Dollar amount adjusted for inflation. Shoreline completers' wages are much higher than all WA colleges as a whole (\$18.26).

Glossary

Academic Planning: A comprehensive planning process, led by Dean Team, in which extensive data about each academic department are reviewed using standardized guiding questions; data have been used to inform decisions about filling faculty tenure positions, as well as marketing priorities and potential curriculum and scheduling changes.

Abbreviated Strategic Action Plans (aSAPs): Application for funding for specific projects from any division or department; proposals include a rationale connecting the project to the strategic plan, as well as a full action plan and budget

Assessment Working Group: A one-year task force which moved forward the College's efforts to assess general education outcomes; the work was then taken on by the Learning Outcomes Assessment Steering Committee.

Associate Faculty: Part-time, non-tenure-track faculty

Campus Update: A quarterly all-campus employee meeting including key updates for employees as well as professional learning opportunities

College Council: [From the College Council intranet page] *The purpose of College Council is to advise the President on matters pertaining to the effectiveness of the council and committee structure as well as with regards to College policies except those pertaining to academic and budget. In addition the Council is tasked with monitoring the College's progress on strategic plan indicators, measures, and outcomes.*

Dean Team: The administrative leadership of the Student Learning & Success Division, including the following members, and led by the Executive Vice President for Student Learning & Success:

- Associate Dean of Advising
- Dean of Health Occupations, Physical Education, and Business (HOPE)
- Dean of Humanities and Basic Education for Adults
- Dean of Social Sciences
- Executive Dean of Workforce Education and Science, Technology, Engineering, and Math (STEM)
- Executive Director of Institutional Assessment and Data Management (IADM)
- Executive Director of International Education
- Executive Director of Virtual Campus, eLearning & Instructional Technology
- Vice President for Students, Equity & Success

Disciplined Excellence Steering Committee: The purpose of the Disciplined Excellence Goal Steering Committee is to streamline all processes through the College with a focus on standardizing routine processes that add value to the student experience. It is to invest in professional learning for our employees that supports continuous improvement and implementation of the Strategic Plan.

Ecological Integrity Steering Committee: The purpose of the Ecological Integrity Goal Steering Committee is to recommend practices and a plan that promote ecological sustainability as it fits within the Three E's (economic, ecological and social equity) sustainability goal at Shoreline Community College.

Executive Team: The primary decision-making body at Shoreline, including the following members, led by the President:

- Executive Director of Employee Engagement, Equity & Organizational Development
- Executive Vice President for Student Learning & Success
- Senior Executive Director & Chief Financial Officer
- Vice President for Students, Equity & Success
- Vice President for Advancement
- Executive Director of Communications & Marketing

Faculty Senate: [from the Faculty Senate Bylaws] *The purpose of the Shoreline Community College Faculty Senate . . . is to promote discussion and deliberation related to academic and other faculty concerns that are not a province of any other recognized body on the Shoreline Community College campus. The Senate may act as an advisory body to other groups on campus when input from the entire faculty may be valuable.*

Faculty Senate Council: [from the Faculty Senate Bylaws] *The Faculty Senate Council guides the work of the Faculty Senate and has representation from each academic unit, including counseling and library faculty. The Faculty Senate Chair and Vice Chair are elected for one-year terms by the Faculty Senate. The Faculty Senate Recorder is appointed by the Faculty Senate Chair for a one-year term.*

Global Awareness Assessment Working Group: Formed in 2012, this group focused on assessing the Global Awareness general education outcome which was, until fall of 2015, the primary source of assessment work at Shoreline.

Guided Pathways: [from SBCTC web site] *Guided Pathways is a research-based approach that simplifies choices for students . . . Courses are grouped together to form clear paths through college and into careers, whether students enter those careers directly after graduation or transfer to a university for more study in their chosen fields. Students get intensive, targeted advising to choose a path, stay on the path, learn what they need to know and graduate. In Washington state, our Guided Pathways efforts are focused on helping more of our students – especially low-income, first-generation students and students of color – earn credentials to prepare them for entry into higher-paying, high-demand fields with value in the labor market.*

Inclusive Excellence Steering Committee: The purpose of the Inclusive Excellence Goal Steering Committee is to engage in ongoing, deliberate conversation and mindful discovery about our shared purpose and distinctiveness, as we conduct our daily work; and develop multicultural and global competencies to help us live the principles of social equity in an increasingly interdependent world.

Institutional Assessment and Data Management (IADM): Office responsible for institutional research, learning outcomes assessment, and other special projects related to institutional effectiveness. The Executive Director of Institutional Assessment and Data Management services as the Accreditation Liaison Officer.

Learning Outcomes Assessment Steering Committee: The purpose of the Steering Committee is to develop a robust method for ongoing learning outcomes assessment at the college, such that students will be able to name, claim, and demonstrate the learning outcomes for each of the course activities in which they engage. The focus of the committee will be guided by current accreditation standards and expectations.

Master Course Outline (MCO) database: From 2006 to 2008, Shoreline developed its own online database of course information, including all learning outcomes for each course and a mapping of course outcomes to

general education outcomes. All new courses are introduced using this database, which includes a paper-based routing and review process.

M-core: Faculty who teach classes that can be used to fulfill the Multicultural Understanding core requirement of Shoreline degrees. These courses include

- Art 105: Multicultural Studies Through the Visual Art
- Business 103: Multiculturalism in the Workplace
- Communication Studies 203: Communication for Social Change
- Communication Studies 285: Critical Intercultural Communication
- Gender & Women's Studies 284: Gender, Race and Class
- History 245: History of American Immigration
- Multicultural Studies 105: Introduction to Multicultural Studies

Opening Week Concurrent Sessions: Before the beginning of fall quarter, there are four days before classes begin (called Opening Week) when faculty have returned after summer break and are preparing for the coming quarter. During this time, the College holds one full-day convocation, divisions and departments hold fall quarter kick-off meetings, and concurrent professional learning sessions are provided.

Revised Code of Washington (RCW): [From the web site of the Washington State Legislature] *The compilation of all permanent laws now in force in Washington state*

Shoreline: This is the abbreviated term used to refer to Shoreline Community College.

Shoreline Community College Federation of Teachers (Local No. 1950, AFT Washington/AFT/AFL-CIO) (SCCFT): The bargaining unit for all academic employees at Shoreline Community College

Strategic Planning & Budget Council (SPBC): The Strategic Planning & Budget Council is charged with assessing the allocation of funding resources for relevance to and support of the strategic plan as well as development of and compliance with criteria for the use of college funds. The council provides feedback to the college leadership and communicates its findings, with respect to the evaluation of the college's progress and compliance with criteria, to the campus community.

Student Achievement Initiative (SAI): [from SBCTC web site] ... *the performance funding system for Washington state's system of community and technical colleges. Colleges receive points, with funding attached, when students reach key academic momentum points, such as finishing college-level math, completing the first year of college, and earning a certificate or degree. Rigorous data analysis shows that students who achieve these momentum points are much more likely to earn a certificate or degree.*

Student Learning & Success: Previously referred to as Academic and Student Affairs, this office, led by the Executive Vice President, includes all aspects of instruction and academic services for students. Enrollment services and financial aid are not part of this office, but are part of the Office of Administrative Services, led by the Senior Executive Director & CFO.

Student Learning Experience Coordinating Committee (SLECC): A cross-campus collaborative group working on key Strategic Enrollment Management projects. Moving forward, this group will be responsible for Shoreline's Guided Pathways work.

Washington Administrative Code (WAC): Codification of regulations of executive branch agencies in the state of Washington; regulations are a source of primary law in Washington State

Washington State Board of Community and Technical Colleges (SBCTC): [from the SBCTC web site] *The Washington State Board for Community and Technical Colleges – led by a nine-member governor-appointed board – advocates, coordinates and directs Washington state's system of 34 public community and technical colleges.* SBCTC also provides leadership and guidance in assessing key indicators of performance.

Supporting Links and Documents

Below is a full list and description of links provided, along with brief URL's

¹ Handout including mission, vision, and strategic plan with committee assignments, presented May 2016, updated September 2016: <https://bit.ly/2BXRCM4>

² Video of May 2016 Campus Update, during which the final version of the strategic plan and assigned committees were introduced: <https://bit.ly/2zUGQF1>

³ Online form for applying to steering committees: <https://bit.ly/2IJFS1e>

⁴ Day of Learning information page, providing readings assigned for participants, videos viewed during the day, and a summary report of the data collected: <https://bit.ly/2OJjmeo>

⁵ Full text of the Abbreviated Strategic Action Plan proposal for the Associate Dean of Teaching, Learning, and Assessment: <https://bit.ly/2OE3bf>

⁶ Full text of the Abbreviated Strategic Action Plan proposal for the Director of Employer Engagement: <https://bit.ly/2yiaZvY>

⁷ Agreement By and Between the Board of Trustees of Community College District Number VII (Shoreline) and the Shoreline Community College Federation of Teachers, Local No. 1950, AFT Washington/AFT/AFL-CIO (SCCFT): <https://bit.ly/2pEKuWQ>

⁸ Full report on previous core theme indicators, presented in summer of 2015 in advance of the Mid-Cycle Self-Study: <https://bit.ly/2P9Nso6>

⁹ Supplemental report provided to support Shoreline's substantive change proposal for new core themes. <https://bit.ly/2Qyvigi>

¹⁰ Request for applications for small course-level assessment project grants: <https://bit.ly/2NrSXwO>

¹¹ PowerPoint presentation from English faculty involved in the 2016-2017 English 099/English 101 norming project: <https://bit.ly/2BYOrne>

¹² Master Course Outline for English 099: <https://bit.ly/2zUVDzE>

¹³ Master Course Outline for English 101: <https://bit.ly/2pBNBWF>

¹⁴ Report from English faculty about the 2017-2018 English 099/English 101 norming project: <https://bit.ly/2PfQmrU>

¹⁵ Sample paper used in presentation about norming process at a spring 2018 presentation of the 2017-2018 English norming project: <https://bit.ly/2Ocz4ir>

¹⁶ Results from Chemistry 121 course-level assessment project, as presented in spring 2018: <https://bit.ly/2NsqDKV>

¹⁷ Notes from the Music Technology portfolio review process, February 2018: <https://bit.ly/2OboRTq>

¹⁸ Shoreline's general education outcomes as posted on the college web site: <https://www.shoreline.edu/about-shoreline/general-education-outcomes/>

¹⁹ Analysis of mapping of distribution requirements from transfer associate degrees and the general education outcomes, reviewed by a working group in the early phases of launching the general education assessment projects: <https://bit.ly/2NqXcsz>

²⁰ Agenda from the Global Awareness assessment retreat: <https://bit.ly/2DYKCKA>

²¹ Presentation of the results from the Global Awareness assessment project at Shoreline's Opening Week Concurrent Sessions: <https://bit.ly/2E21xD7>

²² Presentation of the results from the Global Awareness assessment project presented at Shoreline's spring 2017 Teaching and Learning Conference: <https://bit.ly/2Cs3aYZ>

²³ Proposal from a work group in the Learning Outcomes Assessment Steering Committee for a rubric and methodology for the Communication general education assessment project: <https://bit.ly/2NqyhoP>

²⁴ Presentation of results from the Communication general education outcome preliminary survey (presented at the same time as results from the Global Awareness assessment project (see #22 above): <https://bit.ly/2Cs3aYZ>

²⁵ Invitation and instructions for faculty to participate in the Communication general education outcome assessment project: <https://bit.ly/2Pfpzf5>

²⁶ Agenda from the Communication general education outcome retreat: <https://bit.ly/2y590M7>

²⁷ Presentation of the results from the Communication general education during an assessment training in June of 2018: <https://bit.ly/2zTtvg1>

²⁸ Agenda from the Multicultural Understanding assessment retreat: <https://bit.ly/2RrTqSN>

²⁹ Final program review report for Music Technology: <https://bit.ly/2E1Y7QI>

³⁰ Final program review report for Business Technology: <https://bit.ly/2zU7g9U>

³¹ Final program review report for Clean Energy Technology: <https://bit.ly/2Pg8SzR>

³² Final program review report for Visual Communications Technology: <https://bit.ly/2QtO7B9>

³³ Final program review report for Business Administration: <https://bit.ly/2BWNTYS>

³⁴ Final program review report for Purchasing & Supply Chain Management: <https://bit.ly/2OJZyHs>

³⁵ Final program review report for Film: <https://bit.ly/2QwbBp4>

³⁶ Final program review report for Manufacturing: <https://bit.ly/2pACdK6>

³⁷ Online survey used to gather feedback from faculty during the first year of Academic Planning: <https://bit.ly/2pACdK6>

³⁸ Institutional Assessment intranet page containing updated information about the Academic Planning process: <https://bit.ly/2pExjvY>

³⁹ Interactive Tableau dashboard on enrollment demographics by department: <https://bit.ly/2Qx0Pz8>

⁴⁰ Interactive Tableau dashboard on overall enrollment (FTE count) and fill rate: <https://bit.ly/2OE0DAx>

⁴¹ Interactive Tableau dashboard on faculty ratios (student:faculty ratios and part-time:full-time faculty ratios) by department: <https://bit.ly/2ydWF7E>

⁴² Interactive Tableau dashboard on course success rate by department: <https://bit.ly/2QC4M5J>

⁴³ Summary of labor market analysis conducted using Emsi labor market analysis: <https://bit.ly/2CsITUv>

⁴⁴ Guiding questions used by Dean Team to analyze Academic Planning data in summer of 2017: <https://bit.ly/207wbPT>

⁴⁵ Sample summary sheet, also created using Tableau, based on the categories that emerged from Dean Team's initial analysis of Academic Planning data: <https://bit.ly/2Nr6fJX>

⁴⁶ Video from the winter 2018 Campus Update: <https://bit.ly/2RvmuJ3>

⁴⁷ Message from President Cheryl Roberts sent to all employees with updates for winter quarter 2018: <https://bit.ly/2O5Uhut>

⁴⁸ Interactive dashboard providing data about the number and percent of students who visit academic advising: <https://bit.ly/2pANmuB>

⁴⁹ Interactive dashboard about the demographics of students who visit academic advisors: <https://bit.ly/2BXFH0J>

⁵⁰ Interactive dashboard including items from the Community College Survey of Student Engagement relevant to advising and counseling: <https://bit.ly/2zTFkmC>

⁵¹ Video introducing employees to the work of the Disciplined Excellence Steering Committee presented during breakout sessions at the April 2018 Day of Learning: <https://bit.ly/2Cu5IGg>

⁵² Summary report of all data gathered during the April 2018 Day of Learning: <https://bit.ly/2ylC7KG>

⁵³ College Council information page: <https://bit.ly/2OaHwPk>

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- ⁵⁴ Faculty Senate Council information page: <https://bit.ly/2pAUqaA>
- ⁵⁵ Strategic Planning & Budget Council information page <https://bit.ly/2lGmO3j>
- ⁵⁶ Shoreline's Policy and Procedure web page: <https://www.shoreline.edu/about-shoreline/policies-procedures/>
- ⁵⁷ Shoreline's student conduct policy (#5030): <https://bit.ly/2pAVrPW>
- ⁵⁸ Procedures associated with Shoreline's student conduct policy (#5030): <https://bit.ly/2CtUpxs>
- ⁵⁹ Washington Administrative Code Title 132G (Shoreline Community College) Chapter 121 (Student Conduct): <https://bit.ly/2QvuVTu>
- ⁶⁰ Shoreline's admissions policy (Policy #5002): <https://bit.ly/2RulzsE>
- ⁶¹ Shoreline's policy for Academic Credit for Prior Learning (Policy #5164): <https://bit.ly/2y3jXxH>
- ⁶² Procedures associated with Shoreline's Academic Credit for Prior Learning policy: <https://bit.ly/2Rxios>
- ⁶³ Washington Administrative Code Title 132G (Shoreline Community College) Chapter 168 (Use of Library): <https://bit.ly/2Rrbc8Z>
- ⁶⁴ Washington Administrative Code Title 132G (Shoreline Community College) Chapter 121 (Student Conduct) – also referred to in #58 above: <https://bit.ly/2QvuVTu>
- ⁶⁵ Procedures associated with Shoreline's student conduct policy (#5030) – also referred to in #57 above: <https://bit.ly/2CtUpxs>
- ⁶⁶ Shoreline's policy on student grievances related to academic evaluation (#5035): <https://bit.ly/2zUTaoH>
- ⁶⁷ Procedures associated with Shoreline's policy on student grievances related to academic evaluation (#5035): <https://bit.ly/2CuaFP9>
- ⁶⁸ Shoreline's policy on reasonable accommodation of students with disabilities: <https://bit.ly/2Edc5PZ>
- ⁶⁹ Shoreline's admissions policy (#5002) also referred to in #59 above: <https://bit.ly/2RulzsE>
- ⁷⁰ Shoreline's website about multiple options for placement into math & English: www.shoreline.edu/placement
- ⁷¹ Shoreline's electronic catalog: <http://catalog.shoreline.edu/>
- ⁷² Shoreline's Board of Publications Policy (#5241): <https://bit.ly/2OL1TC6>
- ⁷³ Procedures associated with Shoreline's Board of Publications Policy (#5241): <https://bit.ly/2A0QrtU>
- ⁷⁴ Shoreline's Equal Opportunity in Recruitment and Hiring policy (#4111): <https://bit.ly/2yl8jxo>
- ⁷⁵ Procedures associated with Shoreline's Equal Opportunity in Recruitment and Hiring policy (#4111): <https://bit.ly/2ODJLdf>
- ⁷⁶ Shoreline's Discrimination, Harassment & Title IX Compliance policy (#4113): <https://bit.ly/2pF1Ucl>
- ⁷⁷ Procedures associated with Shoreline's Discrimination, Harassment & Title IX Compliance policy (#4113): <https://bit.ly/2O83yCr>
- ⁷⁸ Graduation regulations as described in Shoreline's current catalog: <https://bit.ly/2OH3wAJ>
- ⁷⁹ Video from the December 2017 Campus Update: <https://bit.ly/2RvmuJ3>
- ⁸⁰ Video from the March 2018 Campus Update: <https://bit.ly/2IEAWuh>
- ⁸¹ Presentation about proposed core theme indicators for the Board of Trustees' Summer Retreat: <https://bit.ly/2IGjVjj>
- ⁸² Preliminary analysis used in ABE 042 course-level assessment project: <https://bit.ly/2E0ppa1>
- ⁸³ Results from the Biology 211 course-level project as presented by the lead faculty at Shoreline's Teaching and Learning Conference in spring 2016: <https://bit.ly/2OcY5dl>
- ⁸⁴ Preliminary analysis used in the Business Technology 101 – 103 course-level assessment project: <https://bit.ly/2NrMx0v>
- ⁸⁵ Presentation about the English for Academic Purposes 099 course-level assessment project: <https://bit.ly/2zU4pha>

⁸⁶ Report on results from Math 098/099/141 course-level assessment project: <https://bit.ly/2lFMzRX>

⁸⁷ Additional analyses conducted about pass rates for course sequences of math classes: <https://bit.ly/2OHF2Hw>

⁸⁸ Preliminary analysis for Psychology 100 course-level assessment project: <https://bit.ly/2ylxgZG>

⁸⁹ Final report from the Business Writing 115/215 course-level assessment project: <https://bit.ly/2E0qUVH>

⁹⁰ PowerPoint presentation from English faculty involved in the 2016-2017 English 099/English 101 norming project – also presented in #11 above: <https://bit.ly/2BYOrne>

⁹¹ Annotated Math 098 final exam questions developed as part of a course-level assessment project:
<https://bit.ly/2BWHOlo>

⁹² Results from Chemistry 121 course-level assessment project, as presented in spring 2018 -- also included in #16 above:
<https://bit.ly/2NsqDKV>

⁹³ Communication Studies 203 assessment rubric: <https://bit.ly/2Qydx0f>

⁹⁴ Report from English faculty about the 2017-2018 English 099/English 101 norming project – also included in #14 above:
<https://bit.ly/2PfQmru>

⁹⁵ Online survey administered to any faculty teaching courses with math prerequisites: <https://bit.ly/2QydYHV>

⁹⁶ Full results from survey about math prerequisites: <https://bit.ly/2Rx5fYb>

⁹⁷ Notes from Clean Energy 200 rubric evaluation session: <https://bit.ly/2Rpl3L8>